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ABSTRACT

The report is the result of action taken by members of Peoria's business, labor, governmental, and educational communities, to install a total career education program. An individualized approach to curriculum development utilized three basic techniques: (1) the person-centered interview, (2) the organizing-center approach to planning, and (3) the career visit. Responsibilities of Career Education staff, building principals, teachers, students, advisory councils, and consultants are clearly defined. The history and setting of the project, its scope, selected project activities, a developmental program model for grades K-12, and an evaluation of the program and its future needs are dealt with in detail. A 56-page appendix includes interview worksheets, a career education fact sheet, professional bibliography, books and instructional materials purchased, and examples of public relations activities. (MW)

Project

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Career Awareness and Exploration

MARCH 1974

Final Report of Career Awareness and Exploration Project
Submitted by the
Peoria Public Schools
To the Career Education Program of the National Institute of Education

Prepared by Charles Pryor, Project Coordinator

Contract OEG-72-0722

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Peoria Public Schools District 150
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CE 001 641

EXECUTIVE SUMMARY

The Career Awareness and Exploration Program (Project People of Peoria) in District 150 is the result of action taken by concerned and informed members of Peoria's business, labor, governmental and educational communities. These people come from varied backgrounds and have diverse points of view on many issues, but they share one major concern--how can the schools better prepare children to live in today's and tomorrow's world where the only certainty is change?

The following statements from the General Manager of the Peoria Association of Commerce gives an overview of the impact of Career Awareness and Exploration programs in this Central Illinois city school district.

"Career Education has pulled the business community and the education community closer together.

"The subjects of credibility and accountability in education are demanding much attention. Career Education can assist the school districts in these areas because the taxpayers and parents can relate and see accomplishments very readily through Career Education.

"Children now have a contact with adults other than their parents and teachers. The children are having an opportunity to develop additional dialogue with labor leaders and representatives of government and business.

"Career Education has given children an opportunity to see people as they are and experience the community as it really is -- a broadening of their horizons.

As an example: A model career visit experience was developed by our school district and implemented by the Education Committee of the Peoria Association of Commerce. This career visit experience was centered toward people and not products and/or processes. Rather than a tour of their operation, businesses have agreed to provide one worker for every four to six students to conduct the interview. These interview trips into the community have been more meaningful and more productive educationally. It is significant to note that the people serving as resource hosts have been from all levels, skilled and professional.

"Teachers have also become more educated by bringing them into contact with people outside the school."

Scope:

District 150 has integrated a successful, comprehensive career education program into the curriculum in all schools, and involving all certified staff and students in grades K-8.

Number of Certified Staff

855

Number of Children

16,895

Intent and Goals:

The stated intent of the project was to install a total, articulated, coordinated career education program to provide students with:

1. an understanding of careers which serve them, the community, etc.
2. knowledge and positive attitudes toward self.
3. an internalized value system which includes a valuing of the students' own career role and the roles assumed by others.
4. increased skill and experience in the rational process of decision making.
5. an enhanced understanding of the economic system.
6. opportunities to develop skill awareness.
7. an understanding of the relationship between the world of work and education.

Rationale:

"Career Education" has had no clear definition. This is, perhaps, one of its greatest strengths. Ideas without constraining definitions have generated creative plans and implementation processes in school districts throughout the nation. Principals, teachers, and the career education staff have accepted the challenge. Starting with the proposal as a foundation,

a substantial, effective structure has gradually evolved. Several assumptions have served as catalysts throughout the building process:

1. In final analysis, the teacher is the curriculum. -- This assumption led to the development of a program that is, first and foremost, teacher oriented. Unless the people who design and control the learning climate begin to do something different, children will not receive an education any better or worse than they have been receiving.
2. People are more important than products and processes.
3. Children are role deprived. -- The quantity and quality of opportunities for children to take an active part in the main stream of society are few and becoming fewer. (Glasser, Schools Without Failure)¹ This is too often true in the classroom setting, as well.
4. Children are adult deprived. -- Contacts between adults and children are decreasing and adult-child dialogue is, for many students, practically non-existent. Children are not only role deprived, they are role-model deprived. (Bronfenbrenner, The Two Worlds of Childhood)²
5. Development of self-awareness, economic awareness, and career awareness, is enhanced when children are provided with real role models. In the absence of real role models children often turn to fictional role models such as those observed on television. Too often these models foster false impressions of the real world.
6. Academic education and career education are not dichotomous. The motto in District 150 is: "It is not academic education or career education; it is academic education through career education."
7. A creative curriculum can best be generated by creative teachers placed in an atmosphere conducive to innovation.

Curriculum Development:

District 150 has made no attempt to write a new curriculum. Utilizing

¹William Glasser, M.D., Schools Without Failure (New York: Harper and Row, 1969).

²Urie Bronfenbrenner, "The American Family is Changing," Saturday Review of Education (March, 1973), p. 32.

easily understood techniques, staff development has led to curriculum development. This process might best be described as an individualized approach to curriculum development.

Technique:

These basic techniques have been employed to catalyze the curriculum development process: the "person-centered interview", the "organizing-center approach" to planning and the career visit. The "person-centered interview" accomplishes the following:

1. provides an atmosphere which encourages teachers to utilize other adults as educational resources.
2. provides an atmosphere in which parents and other adults willingly participate.
3. establishes a set of rules where adult-child dialogue can succeed.
4. establishes a set of rules putting students in "active" rather than "passive" learning roles.

The "organizing-center approach" to planning accomplishes the following:

1. integration of career education into the total curriculum.
2. utilization of resources outside the classroom - especially human resources.
3. emphasis on concrete rather than abstract teaching modes.
4. provision of active, participating roles for children.

The career visit accomplishes the following:

1. provides opportunities for students to interact with adults on the job.
2. provides a person-centered focus to the more product-process oriented field trip.
3. reinforces classroom experiences.

All three techniques place teachers and students in active learning roles.

Responsibilities for Career Education

The Board of Education and the District 150 administration has taken a firm stand in support of Career Education. Administrators at key levels have supported and actively participated in each step leading to systemwide involvement in the program. A succinct statement of the responsibilities of the Career Education staff, building principals, teachers, students, advisory councils and a group of professor-consultants is included in the project handbook. Personnel from each group have been involved in workshops and graduate level courses designed specifically to promote in-depth participation in the project.

Within each building, a "cadre" of teachers works closely with the coordinator to provide a direct communication system between the project staff and the faculty of each building.

Training and Followup Workshops and Activities

A series of workshops and followup meetings was initiated as the primary means of staff development for career education in Peoria as follows:

April 1972

-A day-long session with representatives from each school to introduce Career Education.

-A community workshop for representatives of business, industry and media to introduce Career Education to the community.

June 1972

-A two week long workshop designed to prepare a cadre (up to six) of teachers from each of the 33 elementary schools.

- | | |
|-----------------------------------|--|
| September 1972 -
November 1973 | -Monthly day-long meetings with representatives from the cadre of each school - used as an opportunity to up-date, exchange ideas and plan ahead. |
| September 1, 1972 | -Systemwide teacher institute to distribute handbooks, hear keynote presentation on Career Education and work in grade-level planning sessions. |
| January-March 1973 | -Graduate level course provided career/vocational education for elementary teachers. High school teachers hosted each meeting in the various vocational areas. 80 teachers enrolled. |
| February 1973 | -Career Education Action Conference, open to public - attended by educators from Illinois and a number of other states. Peoria teachers provided the talent and information for the conference. |
| June 1973 | -Week-long workshop designed to pull together and evaluate career education ideas initiated during the past school year and develop a resource book of ideas to be shared among the teachers of Peoria. The Resource Book has been printed, distributed and put to use in Peoria classrooms. |

Evaluation

A third party evaluation was completed by Instructional Systems Associates of Greeley, Colorado. Their scope included all activities through June, 1973. Other evidence of the impact of Project People of Peoria can be found in the local media, in files of letters seeking information and consultant help and through observation of the teaching-learning situations of the classrooms of Peoria.

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HISTORY AND SETTING OF PROJECT PEOPLE OF PEORIA

The Career Awareness and Exploration Program (Project People of Peoria) in District 150 is the result of action taken by concerned and informed members of Peoria's business, labor, governmental and educational communities. These people come from varied backgrounds and have diverse points of view on many issues, but they share one major concern -- How can the schools better prepare children to live in today's and tomorrow's world where the only certainty is change?

Examining present conditions inside and outside the schools, these people noted many thought-provoking factors. For example, that:

- many students are dropping out and even graduating from high school without a saleable skill and thus, cannot obtain employment.
- 80% of all students who complete high school never obtain a college degree, yet most of these students are enrolled in general education and far too few are receiving an adequate orientation to vocations and/or skill training.
- present employment trends indicate that, increasingly, preparation for existing jobs is requiring specialized training, but that general education and even college work does not prepare one for job entry.
- there is a trend on the part of parents and students alike to question the relevancy of public education.

- as our technological society becomes more complex, there is less understanding of the community and its economic bases.
- attitudes toward work roles begin development even before the child enters school.

Soon after Career Education was declared a "national priority" by the U.S. Commissioner of Education, District 150 became involved.

Funding and Duration

A proposal was submitted to the Office of Education, accepted, and was to have been funded in November, 1971. However, actual funding was delayed until late January, 1972. That precipitated a delay in securing staff. The director was appointed in March, 1972, and the staff was not complete until April, 1972. The \$250,000.00 project scheduled to end in August, 1973, was granted a no-cost extension through March 1, 1974.

Scope

District 150 has integrated a successful, comprehensive career education program into the curriculum in all schools, and involves all certified staff and the 16,895 students in Kindergarten through grade 8.

This is Peoria

Peoria, Illinois, was incorporated in 1845, and by 1973 the metropolitan area had grown to a population of nearly 350,000. The direction of this growth has been influenced to a great extent by the topography

of the area. The city encompasses an area nearly thirty-seven square miles, most of which is on the bluffs of the Illinois River. The terms "valley" and "bluff" are geographic descriptions, but they have come to connote social and economic characteristics as well. The valley section of the city is composed of the major industrial zones and high-density, low-income residential area. The bluff of the city is considerably less densely populated, and it fans away from the valley into suburban residential sections. The minority racial population of the city of Peoria is estimated to be 16,000 (1972 estimates from Standard Metropolitan statistical area, State of Illinois), with the major portion of families concentrated in relatively high-density housing below the bluff lines.

Peoria, a community of actively involved and intensely interested citizens, is among the top sixty-five industrial markets in the country and as such provides many opportunities for employment in widely diversified fields. Local industries report failure of its new employees to meet the employment standards of their companies and many have joined the National Alliance of Businessmen whose purpose is to develop job skills and opportunities for the disadvantaged unemployed. The school administration is actively engaged in seeking all means possible to improve its career oriented instructional programs to meet the needs of the children, especially those residing in the high-density, low-income residential area.

Despite high levels of employment and shrinking percentages of the work force still unemployed, the nation and the part of it called the Peoria Standard Metropolitan Statistical Area, of which the city of Peoria is the center, faces the ever-challenging task of preparing its youth for employment. Want ads abound with appeals for welders, computer personnel, secretaries, draftsmen, retail clerks, food services, electrical appliance servicemen, auto body repairmen, routemen, licensed practical nurses, auto mechanics, and technicians needed for servicing vending machines and office machines among many other career opportunities. Peoria schools have established programs in an effort to meet the needs of all students and prepare them to share the opportunities available in the area. The present Career Awareness and Exploration Program is one such program.

SCOPE OF WORK

The following is a statement of scope of work as approved and restated in the original contract documents from the United States Office of Education:

The Peoria Public Schools District 150 shall provide the necessary facilities, personnel, travel, materials, and supplies, including those provided by sub-contract, to undertake the development, testing and installation of a comprehensive, K-8, career education program in its school system. The development of the program will take place between January 1, 1972 and September 1, 1972. The program will be installed in the school system during the 1972-73 academic year. During the developmental phase of the project, the school will identify behavioral objectives for each of the nine grade levels, identify in-place or on-shelf materials which will aid in the achievement of the behavioral objectives, test, where possible, the career education materials on a pilot basis, and conduct in-service training for the teachers and administrators who will use the entirely new curriculum during the 1972-73 school year. In addition to the formative or process evaluation which will take place during the 1972-73 school year (as well as during the 1971-72 school year where curriculum materials, etc., are pilot tested), the school will provide for a summative evaluation to evaluate the effectiveness of the comprehensive, K-8 career education program against measurable objectives which were established for the project. The USOE Project Officer must approve the project director which the Peoria Public School appoints to the project. In addition to the scope of work provided for in the Peoria Public Schools' proposal, "Career Awareness and Exploration Program," dated November 21, 1971, the grantee will provide the USOE Project Officer with a detailed plan for the accomplishment of key program events (milestones) along the critical path of the PERT chart as identified on Page 42 of the referenced proposal. The plans should be submitted to USOE two weeks prior to beginning the scope of work requisite to the accomplishment of each key program event. When approved by the USOE Project Officer, the plans will serve as the basis for undertaking any efforts on the tasks relative to the key program events. They shall be reviewed and approved by the USOE Project Officer no less frequently than monthly.

Note: The Scope of Work as presented herein is in the original format prepared by the Office of Education. Following Peoria's transfer to the National Institute of Education, Mrs. Anna Barrett has monitored the project.

Each item identified within the scope of work was accomplished with some necessary modification. Each item, methods of accomplishment and modifications are described in the following pages.

Facilities, Personnel, Materials and Supplies

Office space was provided in the District Administration Center with desks, phones, and adequate office equipment. Large meeting rooms adjacent to the offices were well suited for meetings and small workshops. The project staff included a director, one counselor and one secretary. By working with the purchasing agent, adequate materials and supplies were acquired for general operation.

Project staff members made a number of site visitations and wrote to projects around the country to develop a resource of literature and materials pertaining to the variety of approaches to Career Education. Publishers of Career Education materials were invited to demonstrate their products and leave materials to be used and evaluated. The response to both was good but, at the time, the quantity and quality of available materials was limited.

Early Program Development

From the beginning the project staff concerned itself with the problem of developing maximum impact with the resources available. An integration or infusion strategy was chosen to achieve this maximum impact within the contract period.

Working through teacher committees and in consultation with administrators the project staff chose five themes to facilitate communication and implementation of the project and to seek involvement of parents,

community members, pupils and members of the Peoria Public Schools staff. Five of the more important themes are:

- (1) the project is "people-centered";
- (2) staff development relies on "teachers teaching teachers", i.e., the cadre approach;
- (3) the project seeks strong community participation;
- (4) the project seeks to involve the student in career exploration;
- (5) career awareness and exploration activities will be integrated into the existing curriculum and not be added on as another subject.

"People-centered" means two things. First, students learn about careers and jobs through interviewing and observing people. The focus is not upon the formal nor mechanical aspects of jobs, such as pay or hours, but upon the human aspects such as attitudes and preferences. Secondly, the people-centered approach means the development of teacher competencies in career education rather than an emphasis upon the development of packaged curriculum materials.

The emphasis is upon the teacher, not upon the material. The "teachers teaching teachers" theme is important because it has serious implications for the time line in the development of the project.

The first major effort for involving teachers was a one-day informational workshop in April, 1972. It was there the concept of teachers teaching teachers first became reality. Each workshop consultant was a teacher from schools where Career Education activities were being implemented successfully. Each consultant was asked to share successful career education ideas with the Peoria teachers. Peoria teachers in attendance became responsible for

informing the faculty of each school about the forthcoming Career Awareness and Exploration Program.

A similar theme was followed in a community seminar arranged by the Career Education Advisory Board and conducted in the Lakeview Civic Center. Representatives of professions, business, industrial and labor organizations attended. Local Community members, school personnel and representatives from the state Division of Vocational and Technical Education served as consultants. The seminar was well covered by the news media. The community was informed of Career Education through the efforts of community members in close cooperation with school system personnel.

In June, 1972, a two-week workshop was attended by over one hundred teachers from Peoria. While part of the time was spent having input from various experts in career education, the majority of the time was used by teachers to create activities and materials to be used in their own classrooms. Those teachers were to return to the schools and help other teachers develop such experiences and activities. The emphasis has been upon a developmental approach where the teachers themselves develop activities and the project staff provides ideas, financial and administrative support. The approach taken was calculated to maximize teacher involvement and enhance teacher attitudes toward Career Education.

Dr. Walter Wernick of Northern Illinois University and Dr. James Conley of Western Illinois University provided unlimited assistance in planning the workshop. Dr. Wernick has pioneered in the person-centered organizing

unit approach to teacher planning through a state funded project, ABLE Model Program at Northern Illinois University. Dr. Conley has an extensive background in the identification and use of community resources.

The close working relationship with area universities have been a major asset and has made it possible to provide graduate credit with major in-service activities.

The community participation theme is operationalized in two ways. First, an advisory council made up of community members was set up as a steering committee for the total project. Secondly, people come into the schools to discuss their jobs and careers with the students. In any career trip success is dependent upon the active participation of individuals and agencies in the community.

The project has made the assumption that learning about careers is best done by direct involvement of students in career exploration activities and through interviews with visitors to the schools. The emphasis is placed upon both the cognitive and affective learning.

It was further assumed that career education should not become an addition to the curriculum. The thrust of the project was to re-focus the existing curriculum around a career theme. The intent was to re-focus the curriculum around people and the way people occupy their time. Teachers utilized people to provide occupational expertise not normally available in the classroom to aid in their efforts to keep course content relevant and current, and to make academic work more interesting to students. The development of a relationship with community resources that allowed these

resources to play an integral part in the educational program of the institution, to provide accurate, usable information particularly as it concerns job related factors such as worker-personality, working conditions, responsibility, opportunities, rewards, security, etc., to provide varied viewpoints within an occupational area and, to improve the students' zeal for learning were benefits stated by teachers who developed person-centered classroom units.

The first year priority for the project was identified as the development of staff competencies and the use of the most effective approaches in the classroom. This was viewed as a developmental task. The project was started with the idea that there is no generally accepted theory of career education and no generally accepted theory of intended educational change. A developmental approach was taken. The developmental aspects meant a continuing articulation of goals and objectives and exploration of classroom techniques, the establishment of lines of communication with individuals and agencies within the community and the development of a communications network within the schools whereby teachers and staff members can share ideas among themselves related to good ideas in career education.

The original proposal to the Office of Education included seven objectives related to student performance as follows:

- (1) the student will develop a knowledge and positive attitude toward self;
- (2) the student will develop an understanding of careers which serve him, the community and the society;

- (3) the student will develop an understanding of his own values including his career role and that of others;
- (4) the student will develop increased skills and experiences in decision making;
- (5) the student will develop a better understanding of the economic system;
- (6) the student will have an opportunity to develop awareness that different skills are required to accomplish various tasks; and
- (7) the student will develop a comprehension of the relationship between the world of work and education.

After the project was funded and staffed, a Career Development Committee of teachers was set up to operationalize those goals for teachers.

The results of their efforts were the following nine goals:

- (1) Self-Awareness: The teacher will help each student develop an awareness of his dignity as an individual functioning in the world of work. Through such awareness the student will become increasingly able to deal with the question, "Who am I?"
- (2) Educational Awareness: The teacher will provide educational opportunities designed to help the students realize the process of learning as a continuous lifetime endeavor occurring within and without the classroom.
- (3) Career Awareness: The teacher will acquaint all students with career information by utilizing both primary and secondary resources and by integrating those resources throughout the regular curriculum.
- (4) Economic Awareness: The teacher will provide experiences reflecting economic reality in order for students to be able to appraise the actual requirements of our economic system in light of their own value system. Students, for example, will develop an increasing understanding of the importance of dividing labor and the principle of supply and demand.
- (5) Social Awareness: The teacher will help students understand the continuous socialization process and the effect of this process and the effect this process has on the

individual. This process is unique to each society and segments within a society and determines such things as social status, economic status, role status and social interaction.

- (6) Decision Making: The teacher will present actual decision making opportunities, allowing the students to set goals, evaluate alternatives and be responsible for outcomes.
- (7) Beginning Competency: The teacher will provide the experiences necessary to enable each student to identify his or her strength and weaknesses by utilizing adults as role models. Students will become knowledgeable concerning careers and will examine these careers in terms of requirements and avenues of job entry. Developing student abilities into skills will enhance the students' facility in obtaining gainful employment and utilizing leisure time in constructive, self-fulfilling ways.
- (8) Employability Skills: The teacher will provide opportunities for students to discover and enhance their employability potential to accept responsibilities associated with working independently, working in a group and/or working under supervision. In addition, students will be instructed in techniques for securing and obtaining employment.
- (9) Attitudes and Appreciation: The teacher, by providing opportunities for students to interact with people in the world of work, will help students realize work has dignity and appreciate the fact that it is the worker that dignifies work. Students will be helped to understand that the attitude of the worker is a primary variable in determining the quality of the product or service and the attitude of others toward workers engaged in specific occupations. How you feel about yourself often determines how others feel about you.

Three Major Teaching Strategies Emerge

The June Workshop participants and the consultants focused upon three major approaches to the development of student awareness and competencies. The first approach is to have people come into the schools and discuss their careers and jobs with the students in a "Person-Centered Interview." The "Person-Centered Interview" places emphasis upon learning about people in

occupations rather than simply the formal aspects of an occupation. The cadre teachers prepared a general introduction to interviewing describing its usefulness in career exploration and have given examples of questions children can use in interviews. They also developed a list of suggested information for classroom guests that contains such things as the suggestions that the people wear a uniform if they have one on their job, that they bring samples of tools or products that they work with. They have also developed an interviewer prep sheet that is designed to help the children prepare good lead questions in interviewing. An interviewee prep sheet has also been developed which teachers can send out to people before they come into the schools for an interview. A workshop-demonstration package on interviewing has been developed and is in wide use both locally and in other districts around the country (See Appendix A).

The second general approach to developing competencies is career visits. There are several kinds of career visits. A career visit may be within the school itself to learn about people necessary to operate the school, such as the principal, or the secretary or lunchroom workers. It might be a walking visit into the school neighborhood. It might be to another school to exchange experiences, or to introduce a group to another school situation. It might be just outside the classroom to a mobile resource such as the street sweeping machines, a driver in his truck, or a telephone installer and his van. It might take the student outside the immediate school neighborhood to explore career interests in a more distant part of the city or surrounding area, such

as a visit to a factory or to an office.

During the Summer of 1972 the Peoria Association of Commerce invited over three hundred major Peoria employers to meet and learn about the People of Peoria Career Awareness and Exploration Project. A career visit "model" which has been tested by teachers during the summer workshop was explained to the employer representatives who attended the meeting. On the basis of a questionnaire completed by these employers a "model career visit" directory has been prepared. The list contains only those employers who have agreed to provide a model experience. The model career visit puts the emphasis on "people-in-occupations," rather than on products or processes. The "person-centered" interview is an integral part of the experience. Participating employers have gone to a great deal of time and expense to involve many of their employees to develop model career visits.

Another approach in the Career Awareness and Exploration Project is the development of organizing units. The following statement is taken from the booklet prepared by teachers and project staff after the June Workshop entitled, "People of Peoria." This booklet was delivered to all teachers in the Peoria District at a September inservice day, September 1, 1972. There are six planning elements in the development of the career unit.

Planning Checklist. The following elements can serve as guidelines for planning Career Education units. Once a plan has been developed, these elements can be used as a checklist to determine how your plan covers the

components of District 150's Career Awareness and Exploration Program.

1. The Person-in-the-Occupation

Develop your unit around people. The content being taught will suggest which persons. Do not forget the people in your school and within walking distance.

2. Visibility

It is important to plan with the thought in mind that students will create something concrete to show and share with others. Let learning be visible.

3. Management

Use available resources including people, places, and things to make learning come alive. Consider how and when the resources can be used most effectively.

4. Academic Relatedness

Integrate resources and subject areas. Relate concepts in math, science, English, spelling, social studies, reading, and other areas to real people in real situations.

5. Parent Communication

Plan to involve parents in each unit. They have much to offer! Give them a chance to participate. Include their ideas in your planning.

6. A Finished Product

Keep your program open and auditable to the rest of the school and to the community. Pull finished elements of the project together so that students can see and appreciate their accomplishments and the accomplishments of their peers. When products are visible, accountability is assured.

Institute Day, September 1, 1972. The final step in the initial program development was a district-wide institute day during which the entire certificated staff of Peoria Public Schools was reintroduced to Career Education. A keynote address followed by distribution of the Career Awareness and Exploration Handbooks and grade level meetings marked the formal launching of Career

Education in every Kindergarten through eighth grade classroom in District 150.

A "Career Education Fact Sheet" was attached to each person's institute schedule (See Appendix B).

Behavioral Objectives. The approach taken by Project People of Peoria, under the given time-line, did not appropriately lend itself to the development of behavioral objectives for each grade level prior to initiating the program in the schools. Individual teachers developed units of work and related activities. From those units of work a resource guide complete with behavioral objectives by grade level, by subject and/or by occupations was developed. See Career Education Resource Guide, 1974, Peoria Public Schools.

Instructional Materials

In anticipation of Career Education, the Director of Instructional Materials had worked with librarians and library managers to order career oriented books and periodicals. During the first year of Project People of Peoria each elementary schools was allotted additional funds, on a per pupil basis, to purchase appropriate materials.

Publishers and distributors were contacted and their materials were placed in Peoria on an evaluation basis. As teachers selected and used materials with their "developing" career education units they were able to recommend items for purchase at the individual building level. Sixteen millimeter films were recommended by individuals but were screened and purchased for central distribution. Each purchase order from a school was approved and recorded in the project director's office to maintain a record of materials and their location within the district.

The Career Education Resource Guide, 1974, Peoria Public Schools is referenced to as many supplementary materials as possible. A list including the instructional materials purchased for Career Education in Peoria Public Schools is attached. No material nor books purchased prior to the initiation of the funded project are included in the list (See Appendix C).

Evaluation

The search for outside evaluation of the project became a serious drain on the time of its staff in the early months of Peoria's career education program. The director had limited knowledge of current techniques in evaluation, and the district had no one available to help him.

Two private firms were considered to provide evaluation of the project. Instructional Systems Associates, Inc., of Greeley, Colorado, was engaged after submitting a counter proposal to its first plan. Though not completely certain this second proposal would meet the project's needs, the staff accepted it with full confidence in the man who presented it, Dr. Frank Cordell. The staff found in Dr. Cordell a skilled professional who worked closely with local personnel and helped them build a plan for both subjective and objective evaluation. Dr. Mitch Brickel of the Institute for Educational Development in New York met with Dr. Cordell and the project director, providing them invaluable assistance in setting up a plan of evaluation.

Soon after the Peoria Project was funded the district's career awareness counselor spent two days with a program evaluation team of the Kentucky Department of Education's Bureau of Vocational Education. The team visited several state-supported career education project sites to evaluate their programs. Peoria's CAE director served with the team for another two days in what he felt was an excellent opportunity for local staff members to gain a better grasp of project evaluation procedures. The director also served on a team which evaluated four career education projects funded by

the State of Ohio Board of Education. The Peoria district's career counselor took part in a three-day evaluation of career programs in the public schools of Bloomington, Illinois.

A five-day, on-site inspection of the district's career programs was carried out by the State of Illinois Division of Vocational and Technical Education. This inspection was aimed mainly at programs classified as "vocational," but the evaluation team gave some attention to the kindergarten through eighth grade aspects of the project. Team members extended their congratulations on the many successes of the project but noted, quite realistically, that some teachers still held negative attitudes toward it. The group's chairman suggested these feelings were the expressions of frustration with the flurry of career activities. As an elementary principal put it, "The CAE program has placed a lot of pressure on teachers this year in an indirect way. Teachers who aren't involved see and hear so much about what others are doing that they feel guilty until they get involved."

Instructional Systems Associates administered its final series of questionnaires during the last week of school. Each professor-consultant submitted a report of his involvement with the project and the response of each of his schools to the CAE program. These reports and a summary of evaluations from the June, 1973, workshop were included in ISA's final evaluation of the project. (See An Evaluation of the Career Awareness and Exploration Project-Final Evaluation Report, I.S.A., Greeley, Colorado, 1973).

SELECTED PROJECT ACTIVITIES

Public Relations

"Putting out the word" on the Career Awareness and Exploration program in Peoria schools involved a public relations effort of speaking engagements, news releases, published reports, magazine articles and people meeting people to share an understanding of how the program works.

Very early in the project the District's Career Advisory Board sponsored a career education seminar attended by more than 250 representatives of local business, industry and labor. Eight representatives from the State of Illinois Board of Vocational Education and Rehabilitation took part in the program. The seminar drew excellent coverage from the local media.

All three of the city's TV stations covered a Career Education Information Workshop sponsored jointly by the school district and the Peoria Association of Commerce. The local newspaper devoted two articles to the workshop.

The CAE program director introduced the project to city and park officials and discussed career education on two programs of a local radio talk show. He met with the City Council of P.T.A.'s, the Peoria Selling and Advertising Club and the Central Illinois Industrial Training Group, explaining CAE and the need for it in Peoria's schools. P.T.A.'s, mother's clubs, the Peoria Service Club, Sertoma Club -- all were audiences of the director and/or the counselor.

Career Education projects were featured on further television news reports and talk shows, and the newspapers continued coverage of the program. The district's staff newsletter carries articles regularly on Career Education, and the district's participation in CAE was advertised in CABLE, a publication of the state-funded ABLE Model Project at Northern Illinois University.

The word was obviously getting out. Peoria's daily newspaper ran at least two articles a month, and a weekly ran numerous two-page feature stories on CAE. Several more television and radio spots were logged, and some 1,500 copies of the report on the Career Education Information Workshop were distributed locally, within the state and throughout the country.

And the speaking engagements continued -- to the Peoria County Labor Council (AFL-CIO), the Lions Club, the Peoria Public Relations Society, more P.T.A.'s and the Women's Civic Federation, a group of most of the city's major women's clubs. As a result of that meeting, several of the club's members gave presentations on the district's CAE program.

Over 500 copies of the People of Peoria Career Awareness and Exploration Teacher Handbook have been mailed out, upon request, and the CAE office has filled requests for 35mm slides and other display materials. Mailings have gone to every state, Germany, England and Caroline Islands.

External news releases and articles for professional publications were written by the staff and teachers, and their publication gave a boost to both. The staff also wrote an Overview of Project People of Peoria: A

Career Education Program for Children in Grades K-8. The report was included with district testimony at state-wide hearings on revisions to the Elementary and Secondary Education Act of 1965 and other expiring federal education legislation. (See Appendix F)

A three day "Career Education Action Conference" was co-sponsored by Project People of Peoria and the ABLE Model Program from Northern Illinois University. Sessions were held in Peoria elementary schools and at the Ramada Inn. The conference was attended by educators from a number of states -- including those as far away as the state of Oregon.

Professor-Consultants. A further step in providing evaluation and feedback was the engagement of eleven professor-consultants. The approach had been used successfully in science education and is recommended as a "replicable curriculum change mechanism." (See James M. Mahan, "Regional Action of Professor-Consultants: A Replicable Curriculum Change Mechanism," Educational Technology, April, 1972, pages 58-60.)

Consultants employed:

1. had experience in elementary teaching and/or counseling and, preferably, had some background in curriculum development and/or evaluation.
2. were available to spend no less than an equivalent of three full days per month in the Peoria schools.
3. prepared periodic reports concerning the status of the curriculum development effort in each of the schools.
4. attended regular meetings with project director and staff. These meetings were open to all interested teachers and principals and served an informational feedback and problem solving function.
5. were evaluated by the principal and staff and were retained on a "principal approval" basis.

This support system established a process to determine areas in which decisions need to be made concerning a problem, a concern, a constraint, or a need. It was then possible to take action to alleviate constraints, solve problems, eliminate concerns and/or fulfill needs as

required. This support system also generated considerable regional interest in the project.

Curriculum Development

Extensive use of "grade-level" subject areas and "cluster" committees had been planned in the development of curriculum for the program. But because of the late start, it was necessary to work with a smaller number of people and use an "in-process" approach to the task.

After an "experimental" field trip to the main plant of Caterpillar Tractor Company, the school's vocational counselor and the program director set up a model student career visit which would stress the individual member of an occupation. The visit plan was submitted to local business, industry and labor in a meeting sponsored by the Peoria Association of Commerce.

Meanwhile, contacts were made with professors at four universities to serve as professor-consultants for the program. These contracted advisers provided on-going evaluation and implementation of the career curriculum throughout the school year.

Career-oriented teaching units which had been written in the Summer, 1972, workshop were compiled and revised for the People of Peoria Career Awareness and Exploration Teacher Handbook.

In setting up a program of student visits, the CAE staff took steps to avoid the tendency to stereotype certain occupations by sexual, ethnic or religious characteristics of their personnel. A Speakers Directory was developed with the Association of Commerce and the Peoria Organization for Equal Rights, and a special effort was made to include a number of successful career women in this directory (See Appendix D).

The Illinois Bell Telephone Company was found to be one of the most active community resources. The company helped develop a slide-tape presentation on the jobs of its employees and donated the use of a series of large photographs showing the various kinds of work performed by the phone company.

By the end of October, about 40 percent of the teachers had completed at least one person-centered interview, and many had done multiple interviews. As expected, some schools were going faster than others.

In December, teachers taught teachers in three workshops on the organizing-center approach to planning. Many teachers found this a difficult concept, usually because they had expected to understand it without reading the manual. To some teachers, just the fact that they were required to read the material was enough to "turn them off" from it. Other teachers, however, seemed to grasp the concept quickly, and by the end of the year, several of them had completed five to ten units. In several cases, teachers and principals alike found it at least as difficult to stop a unit as it had been to start. "Once started," they said, "the children just go on and on," and a unit at one of the schools that had been planned to last a week was still going after five.

During the spring months, changes in teachers' attitudes toward the program were marked by the higher quality of "career activities" being done in classrooms throughout the system. As the school year drew to a close,

reports of the required two units were collected from each teacher. These reports were excellent.

A June workshop, "Putting Students in Active Roles," involved 147 district teachers, counselors and librarians in the task of examining the past year of career education. Attendants explored the objectives of the district's curricular materials and the many ideas used by teachers to accomplish their CAE units. Evaluation forms at the workshop, which carried graduate credit from Western Illinois University, indicated highly positive outcomes of CAE and commitments from many of the teachers to expand their career studies in the coming fall.

Unit reports on people in careers were used to develop grade-level resource books. All units and related materials were cross-referenced to adopted curriculum materials, helping to insure an infusion of career education throughout the course of studies.

By building a curriculum resource guide using the units developed by teachers throughout the district a variety of approaches was combined and a very usable document evolved. The contents of the resource guide follow closely the content of the adopted textbooks. The careers accented expand from the immediate environment at the kindergarten level to an inclusion of each USOE cluster by grade 6 (See Appendix E).

Summer '73 Workshop

Many teachers believe students can best achieve their potential in an atmosphere that encourages individuality and creativity. It is just as true that these qualities are necessary in the development of good teachers and imaginative programs of instruction can best be generated by bringing creative teachers together in an atmosphere conducive to innovation.

A five-day career education workshop was held the week following the 1972-73 school year to help teachers provide a stronger Career Education focus to their activities without dictating to them "how to do it." The workshop was directed by the project's career counselor, who chose 20 team leaders to guide the preparation of CAE units for grades kindergarten through 8 and for special education. Stipends of \$75 were provided for the 147 teachers who attended -- about half of them for graduate credit. The teachers saw three films -- "Future Shock," "Why Man Creates" and Marshal McLuhan's "The Medium Is the Message" -- and a filmstrip, "The Writing of Behavioral Objectives," which stressed the need for specific goals in preparing CAE units.

Outlines of the required two units from each teacher in the district became the basic resource material for the grade-level groups of instructors. They were told to spend the week preparing a written document that would provide their fellow teachers a document describing "the how to do its" of

career education. How they would prepare the documents and exactly what they would accomplish was left to them.

Given the lack of explicit instructions, the teachers found themselves in a situation more like group process than a typical education workshop. At the beginning, most of them were plainly confused, wondering of the workshop's director, "What does he expect us to do?" Overcoming their sense of purposelessness, the teams set their own guides, and by mid-week their general attitude had changed to, "Hey, come here and see what we're doing." In the last sessions their remarks ran more on the order of "I don't know if this is what you wanted, but we think it's good, and hope you like it, too!" The units they had developed were their own, and their feelings reflected a sense of pride in personal accomplishment.

Questionnaires were distributed to each participant and returned at the end of the workshop. They were asked to name their greatest contribution to the workshop, how it had broadened their experiential background in career education, how their workshop participation would affect their teaching and what changes they would make in planning a similar workshop. Teachers who attended the workshop for graduate credit were asked to give the grade they felt they had earned, either "A" or "B." Unsurprisingly, perhaps, every one of them felt they deserved an "A." -- and had earned it!

A large number of teachers criticized the workshop's loosely structured format and lack of stated purpose. Many of the questionnaires came back

with recommendations for "more specific directions," "more direction as to specific goals" and "a clearer definition of the workshop's objectives." One of the teachers asked that planners "have the purpose more clearly defined at the outset to avoid time simply trying to clarify purpose and future course of action. We would be able to brainstorm and be original even with a little more direction provided."

Another participant, while favoring more ground rules, noted, "Teachers are often reluctant to act as teachers. They want to be told what to do." But she added, "The actual accomplishments of this workshop amazed me. There were the thinkers, doers, skeptics and those who just came for the stipend among us, and by Wednesday we were all one cohesive group, working toward a common goal. We progressed from a mass of teachers all concerned that we were doing everything wrong on Monday to a cooperative group which shared a feeling of mutual pride in a job well done on Thursday."

Another teacher commented, "Four days ago I would have said much more pre-planning should have been done. However, since we were allowed so much freedom to come up with an entirely different plan, I must now say that I appreciated the freedom."

The effectiveness of the workshop's format can be measured partly in terms of the units written that week . . . (See Career Education Resource Guide, 1974, Peoria Public Schools.)

But just as people count for more than products, the success of the workshop will show most in the attitudes and skills which teachers took from it and have used in their classrooms. These are difficult subjects to

measure objectively, but despite the participants' general uncertainty at the outset of the workshop, most of them seemed to come away from it with a greater sense of enthusiasm for career education. Criticisms of the workshop's unstructured beginnings were at least matched by the number of remarks by teachers who felt "more relaxed with career education," "more confident in planning a unit," "better informed about behavioral objectives." Many expected to help other teachers at their schools in the next school year.

The final evaluation of the project, completed in July, found that 78.5 percent of the district's teachers felt they had undergone some or considerable professional growth during their involvement with the project. While two written units were required of each teachers, 21 percent of those responding to the final questionnaire said they had developed seven or more units, an indication that career education in Peoria's schools had already grown beyond "the district's project" to an accepted method of instruction.

Perhaps the greatest benefit of the workshop was the enthusiasm generated simply by teachers coming together and sharing their experiences with and ideas about career education. They suggested different approaches to the same subject, offered many class-proven methods for the presentation of career activities and pooled their store of community resources.

One of the teachers wrote in her questionnaire, "We tend to get into a narrow-thought syndrome in respect to our school until we have the experience of a workshop such as this and work so closely with other

teachers." Like several of the participants, she suggested a workshop running two weeks "with less pressure to achieve the end product."

But the "end product" of the workshop was considerably more than a series of written documents. It was the sharing of thought and experiences that went into writing them, analyzing the past year of career instruction, accepting what had worked and discarding what hadn't.

Peoria's program of career education had been strengthened where it mattered most -- with its teachers.

FROM PRESENT STATUS TO FUTURE POSSIBILITIES

In the development of District 150's Career Education program, it was recognized that to accomplish changes that which was to be added or taken away from existing programs should be easily implemented and meet a real educational and societal need. The person-centered interview met those criteria and became a key component of Career Education in Peoria. Over 1-1/2 years' experience, using the person-centered interview as a primary process for involving elementary children in Peoria in direct experiences with adults, has revealed the process (1) places children in active roles, (2) allows interaction with adult role models, (3) is an instrument for planning basic instruction in all curriculum areas, and (4) provides both affective and cognitive based career development information. At present, skill in effective use of the person-centered interview varies greatly from classroom to classroom but there is a continually increasing number of teachers participating in skill building activities to prepare them to employ the tool to its fullest extent. A continuing project serving students K-12 is needed to promote continuous staff development programs in an effort to assure that all teachers become involved in Career Education, permit objective research of the person-centered interview process as a process for promoting affective and cognitive development and to permit the research and the development of a model evaluation program to be used to assess this specific technique and its application throughout the United States.

The person-centered interview has emerged a viable developmental process (tool) and a key component of career education in Peoria. There is a great deal of subjective evidence that interviewing is a critical element in Career Education but little has been done to research the use of the process and to develop an evaluation program to determine its effectiveness in selected areas of knowledge, skill and attitude development.

Teachers make the following statements about the interview and its usefulness:

INTERVIEWING IS:

- child centered
- an interest builder
- a skill builder
- a source of information
- a confidence builder

INTERVIEWING PROMOTES:

- value clarification
- individualized involvement
- inquiry and thinking
- child's organization of facts
- verbal communication skills
- appreciation of workers and community
- understanding of relationship of the child to school, community and peers
- development of self-image
- awareness of "LATTICE" (vertical or horizontal job movement)
- awareness of child's "needs"
- public relations
- personal pride

INTERVIEWING:

- provides children with adult role models
- builds listening skills
- provides authentic contacts with adults and community
- broadens child's awareness
- lessens child's fears of adults
- shortens learning time for basic skills
- makes life less awesome
- adds variety to classwork

- allows for identification
- shows that adults can be approached
- develops respect for all working people
- expands communication
- enhances self-worth
- allows community to view school and school activities as an active participant

In addition, it had become apparent that, when teachers utilize this process, spin-off benefit in the area of teacher growth is derived. When teachers begin to better understand the realities of the world of work they are more equipped and willing to become involved in career education activities.

Need

Research is needed to assess the use and application of the person-centered interview in Career Education, guidance, placement and follow-up services. An evaluation program to assess the development of knowledge, skills and attitudes of students as they relate to skill awareness, value clarification, coping behavior, career information, economic understanding, decision making, and the development of salable skills needs to be designed, validated and implemented.

A Forward Plan - Looking Ahead to What Might Be

This plan, designed around a career education theme with the person-centered interview as a critical element integrated (infused) throughout the K-12 curriculum would seek to develop student outcomes in the following areas:

1. Skill Awareness
2. Value Clarification
3. Coping Behaviors (self-guidance)
4. Career Information
5. Economic Understanding
6. Decision Making
7. Salable Skill Development

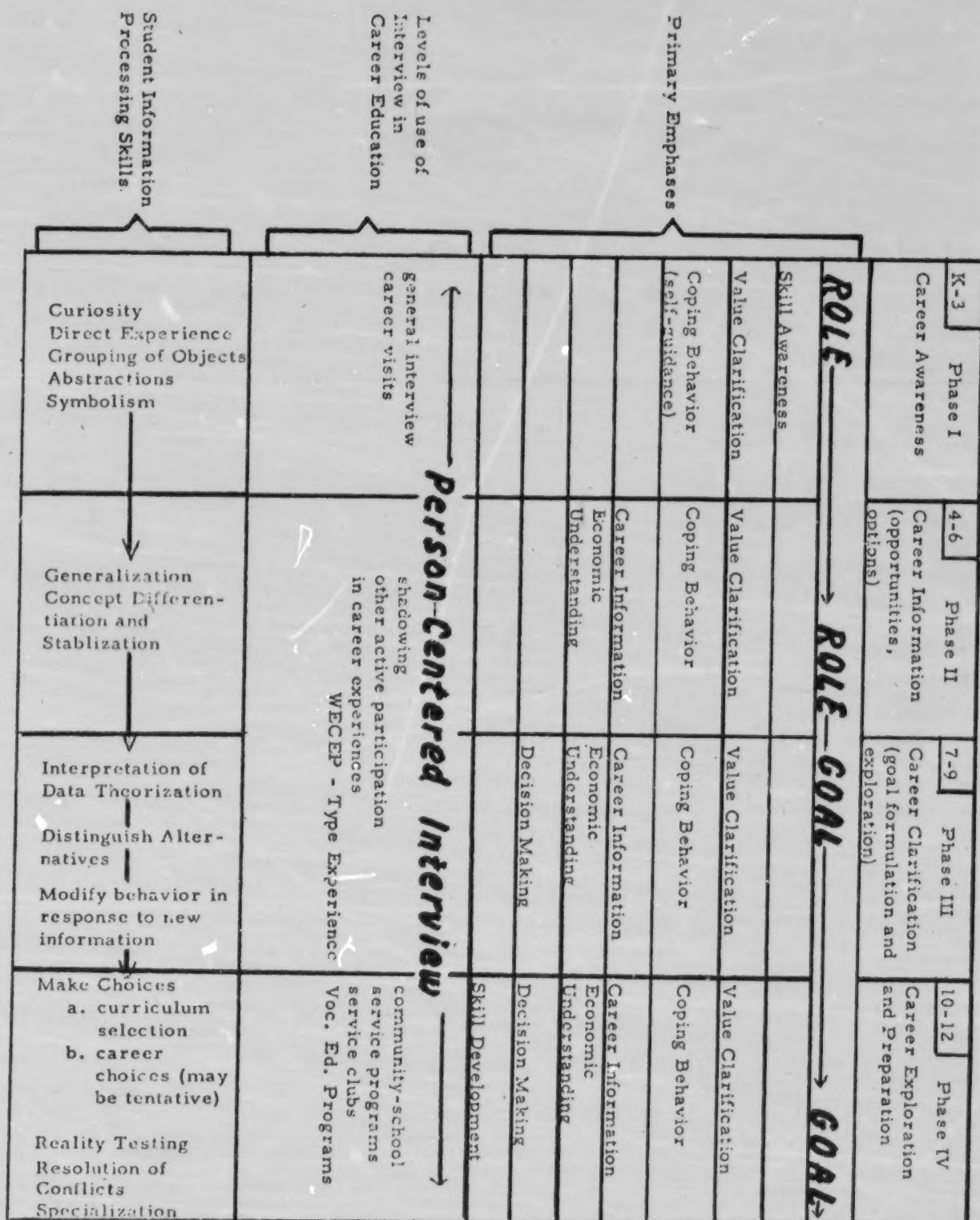
The above student goals are highly dependent upon continuation of staff development programs, especially in the areas of using the person-centered interview and developing supportive materials directly related to meeting student objectives and expanding use of community resources and talent (See Appendix G).

Developmental Program Model

The following pages highlight student characteristics during each of four phases of the project. Program implications and the application of the person-centered interview are discussed.

Student goals might be achieved through four interrelated phases of the project. Diagram I, page 37 indicates the specific grade levels, and specific concepts, i.e., Career Awareness, Career Information, Career Clarification, and Career Exploration and Preparation, toward which each phase should be directed. The specific student goals of the program are noted according to phases in which they will receive the greatest emphasis.

Diagram I, outlines the level of the person-centered interview to be stressed from general at Phase I to the specific at Phase IV and the necessary



information processing skills needed by students in order to adequately analyze, interpret, and apply the data received in the interview process.

Phase I (K-3) and Phase II (4-6) would be primarily directed toward providing the necessary information for Role Clarification by the student. Phase III (7-9) and Phase IV (10-12) would provide opportunities for the student to begin the process of life-long goal formulation specifically in the area of career choice(s).

Phase I -- Kindergarten Through Grade Three

Student Characteristics. During the first years of formal education the child functions from a perceptual orientation, reacting primarily in terms of how things appear to him. His behavior is largely determined by direct experiences and activities through adult modeling behavior. As he matures, dependence upon direct experience begins to shift toward greater ability to deal in abstractions. He learns to use symbols and to generalize, applying the same learned concept to a variety of situations.

Program Implications. Early childhood is an age when children pretend to perform many roles as they observe adults in various careers. They often imitate the skills observed. Adults in general and specific adult workers are held in high esteem by the young child. Each child begins to realize his own uniqueness and learns to cope with various situations depending primarily on his past experiences in interacting with adults. Peer group relationship begins to play a greater and greater role in the child's formulation of values and coping behavior with new and different situations.

During the primary grades major career education emphases will be applied to the goals of skill awareness, value clarification, and coping behavior. Evaluation procedures can be designed to assess students' knowledge, attitudes, and skills in the areas of emphasis. The evaluation procedures for Phase I would be designed to specifically measure:

- a. knowledge of skill awareness.
- b. attitude toward value clarification and coping behavior.

Program emphasis would be placed on other program goals, e.g., career information and decision making as deemed appropriate by individual classroom teachers.

The person-centered interviews are of a general nature in the early grades. Students' questions reflect interest in the what, when and where. Tools and skills related to their use are of interest at this age. Perceiving adults doing their work or demonstrating a part of it is important. Follow-up activities should include opportunity for students to play (roleplaying or simulating) the work roles observed and discussed during interviews. Attitudes of cooperation and social behavior can begin to develop through these early experiences. As each child matures, individual interests and involvement in the interview process will reflect movement from a perceptual modeling orientation to more symbolic realistic behavior. Exploration of home, school and community through the person-centered interview technique can develop awareness of the interdependence and independence of workers, help develop and maintain positive attitudes toward the world of work, demonstrate the necessity of skill development, emphasize the importance for the acquisition of knowledge, and serve as a basis for other meaningful learning to take place.

Phase II -- Grades Four Through Six

Student Characteristics. During these years, corresponding closely with Piaget's concrete operations stage, the child begins to relate past experience to present and future problem-solving. The ability to apply

concrete data to problem-solving and explanation of events has developed. The egocentric nature of early childhood gives way to more objective concepts allowing objects and other people to be treated as distinct from one's own experience. Well organized knowledge of roles, attitudes and other characteristics, and systems of needs, social relationships and activities begin to be comprehended by the student in the intermediate grades. Understanding of the structure of society has expanded from family and the immediate surroundings to include the neighborhood, the school and the community.

Program Implications. During Phase II, activities continue toward the goals stressed in the programs of Phase I. However, the major emphasis should be directed toward value clarification, coping behavior, career information, and economic understanding. The evaluation procedures employed in Phase II would be designed to specifically measure:

- a. attitude toward value clarification and coping behavior.
- b. knowledge of coping behavior, career information and economic understanding.

The interview is truly person-centered at this stage. Students' questions can focus on the positive and negative aspects of particular jobs. The child can relate people's hobbies and leisure activities to a life style and can begin to see the role of one's life-style in a career. The dynamic nature of careers takes on meaning as students explore the history, present status and future of various vocations. Career clusters and the interrelatedness of different careers both horizontally and vertically begin to become

meaningful to the student.

Through the integration of career education experiences with the various subjects being taught, students perceive the necessity of academic skills, the importance of the acquisition of knowledge, and the need for attitudinal development in the world of work.

Phase III -- Grades Seven Through Nine

Student Characteristics. The early adolescent years are characterized by a period of exploration of one's culture and seeking answers to such questions as, "Who am I?" or "Where do I fit into this complex society?" There is concern about opportunities in the society to play roles compatible with individuals' personalities, interests, and aptitudes.

By the end of Phase III the student is confronted with choosing an educational curriculum prior to entering high school. Confrontation with choice of curriculum and an understanding of the relationship between education and career results in an awareness of the need to plan for a future occupation.

The need to establish identity is high during Phase III. The young person must establish himself as an individual. Formulation of a career goal is an important part of the identification process.

Program Implications. Opportunities to explore, to make decisions, to play different kinds of adult roles and to be identified as an individual capable of choosing and acting upon one's choice must be a part of the program in Phase III. Teachers and counselors must work together to provide the unique guidance and educational needs at this important phase.

Responsibility of career goal formulation and planning must be assumed by the student. Adequate resources and guidance are essential at this time. Opportunity to explore career opportunities and try out career roles must be available within the community.

Development of inquiry and decision making skills will be emphasized. Emphasis on development of mature social relationships will be stressed.

Major emphasis will continue to be directed toward value clarification, coping behavior, career information, and economic understanding as in Phase III. Decision making will become an additional emphasis at this level. The evaluation procedures employed in Phase III would be designed to specifically measure:

- a. attitudes toward value clarification and coping behavior.
- b. knowledge of career information, economics and decision making.
- c. skills related to economics and decision making.

By Phase III the interview can become a tool for gathering career information, seeking opportunities for exploration and gathering data for making decisions, including decisions about high school curriculum.

Phase IV -- Grades Ten Through Twelve

Student Characteristics. Behavior during the high school years consists of expansion and refinement of behaviors of earlier phases. Concepts about self, the world of work and careers become internalized. Students are ready to assume occupational and educational roles consistent with their career goals. It is a time of testing the reality of the world of work and taking the necessary action to cope with those realities.

Program Implications. During Phase IV activities should still be directed toward student goals in the areas of value clarification, coping behavior, career information, economic understanding, and decision making. A new emphasis on occupational skill development is introduced in this phase. The evaluation procedures employed in Phase IV would be designed to specifically measure:

- a. attitudes toward value clarification and coping behavior.
- b. knowledge of coping behavior, career information, economic understanding, decision making and skill development.
- c. skills in economic understanding, decision making and salable skill development.

The person-centered interview can be refined, become even more personalized and evaluated in a variety of settings in Phase IV. Classroom interviews can be used to tie course material to the practical settings of the everyday world of work. Small group exploration seminars will permit group interviews to be conducted on an open basis often in the office or shop of the practitioner. Experience using the person-centered interview process can also aid students in securing and maintaining employment.

Utilization of this kind of personal interview promotes the development of advanced skills and in-depth subject matter appropriate to students in Phase IV. For example, interview skills can be applied to the development of interviews for such specific purposes as selecting employees, sampling public opinion, conducting behavioral research and developing teaching-learning

strategies. Techniques closely related to the areas of speech, debate, and the social sciences. Questioning strategies are, themselves, appropriate subjects for student investigation, i.e., one might investigate the interview techniques of such personalities as Dick Cavett and Art Linkletter.

Adequate and accurate career information and career guidance are a necessary part of Part IV. Through placement and follow-up programs students can be aided in finding satisfactory employment where they can apply the skills developed in high school. School personnel can receive feedback regarding areas of need in the world of work and can change course and training offerings to anticipate present and future employment needs.

Evaluation Model for Career Education

A complete evaluation model needs to be developed for grades K-12, based on the project objectives. Where possible, instruments and methods should be selected from those in existence. In areas where adequate methods and instruments do not exist they might be developed. A suggested evaluation model is shown on Diagram II, page 46.

Teacher, administrator, and community involvement and acceptance on a continuous basis are paramount to the successful growth and development of career education in Peoria during the years ahead. To help ensure continuation beyond the funding period the following are essential:

1. Continue a strong public information program.
2. Continue to maintain contact between business, industrial labor and professional organizations and the Peoria Public Schools.

EVALUATION MODEL FOR CAREER EDUCATION

	PROGRAM CATEGORIES			
	K-3 Phase I	4-6 Phase II	7-9 Phase III	10-12 Phase IV
Attributes to be Attained by Students through System Inputs	Career Awareness	Career Information (opportunities and options)	Career Clarification (goal formulation & exploration)	Career Exploration & Preparation
Skill Awareness	Knowledge			
Value Clarification Level I Level II Level III	Attitude	Attitude	Attitude	Attitude
Coping Behavior (Self-Guidance)	Attitude	Attitude Knowledge	Attitude Knowledge	Attitude Knowledge
Career Information		Knowledge	Knowledge	Knowledge
Economic Understanding		Knowledge	Knowledge Skills	Knowledge Skills
Decision Making.			Knowledge Skills	Knowledge Skills
Salable Skill Development			Knowledge	Skills Knowledge
	ROLE	ROLE	GOAL	GOAL

Note: Characteristics to be Measured:
Attitude, Knowledge, Skills

3. Continue avenues of sharing ideas among schools and members of individual school staffs.
4. Continue to explore alternative teaching and guidance strategies which support Career Education.

APPENDICES

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INTERVIEWER PREP-SHEET

This sheet should help you prepare for the "person-centered" interview. Remember, the object is to focus on the person-in-the-occupation.

Tips:

Try to ask questions about the person you interview.

Be considerate enough not to ask a question which might be embarrassing.

Show genuine interest in the person being interviewed.

Listen to the response!

For Example:

1. How long have you worked in this job?
2. Would you say you work primarily with people, things, or ideas?
3. What kind of job security do you have? Is your work seasonal?
4. Are special skills needed to do your job? Special knowledge?
5. Is special training required? If so, how do you get that training? Did you get paid during the training period?
6. What did you learn in school that helps you in your present job?
7. Is there a special way of talking about your job; i.e., are there words that are unique to your job?
8. As you see it, what are some of the advantages to your job? Some of the disadvantages?
9. Why did you take the job?
10. Do you plan to stay in this job until retirement?
11. How do you occupy your time during your off hours? Do you have a hobby? Do you have a part-time job?
12. Does your family know much about your job? Could your children describe what you do in your job?
13. Is there anything about your job which gives you a great deal of personal satisfaction and/or pride?
14. What personal qualities are important in your job?
15. How do you feel teachers can be of help to students in the making of career choices, in getting a job, or in holding a job?

Suggested Information for Classroom Guests

GENERAL PURPOSE:

To develop an awareness of the worlds of work in all fields of work. To show the child's present-day school work relates to work in adult life.

Time:

Resource people will spend about 20-30 minutes in giving their presentation.

Attire:

Wear uniform normally worn to work. Explain its purpose and value (include any safety equipment worn).

Tools, Equipment, and Samples of Work:

Bring that which is most useful or important on the job. Use same in actual presentation.

Presentation:

1. Explain a typical day of work
 - a. Stress how a portion of work is routine just as some parts of schoolwork are routine.
 - b. Storytelling can be valuable. Relate an interesting incident from "on the job".
 - c. Clarify what you like most and least of your work.
 - d. If possible use the teacher to demonstrate. (The more you can involve teachers, the more learning will take place).
 - e. Different levels of your job.
2. Explain what personal experiences (inner satisfaction) makes the job worthwhile.
3. A general idea of salary. Vacation time and other benefits are also of interest at this level.
4. Explain education requirements and years of experience.
5. Discuss any definite safety and danger features of the job.
6. When possible use slides, movies, charts, posters, and any other audio or visual aids.
7. Technical terminology should be used but it must be explained. Involve teachers by asking them to repeat terms. We want them to go away with knowledge in this area.
8. Explain how the job aids the community and others.
9. Explain why you chose a particular career.
10. If your job is seasonal, explain the effect of weather or seasons.
11. If possible give suggestions as to where students can write letters to obtain information.

INTERVIEWEE PREP-SHEET

NAME _____

POSITION _____

Take a moment to consider:

1. How did you get involved in your present occupation?
2. What work experience did you have before you started to work here?
3. Why did you take this job?
4. What do you like about your job?
5. What are some things you do not like about your job?
6. Who depends on your work? Upon whom do you depend?
7. Are there opportunities for advancement in this job? If so, what are the requirements for advancement?
8. How does your job affect your personal life? Do you have to work nights or weekends? Are you tired when you get home? Do you have to travel?
9. Do you work mainly with people or things?
10. Do you work a lot with ideas?
11. Does your job offer opportunities to be creative?
12. Are people with your kinds of skills usually needed--even when business may be bad? Is your work at all seasonal?
13. Could you briefly describe the personal qualities one would need to do your job--strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with minor details, ability to deal with other people, etc.?
14. About how much money can a person earn in this kind of work? Beginning? Advanced?
15. Would you recommend this kind of work for your children?
16. How do you spend your time after work? When you are on vacation?
17. If you could have any job in the world, what would you like to be?

INTERVIEWING,

KEY TO

CAREER AWARENESS!!



INTERVIEWING IN THE CLASSROOM

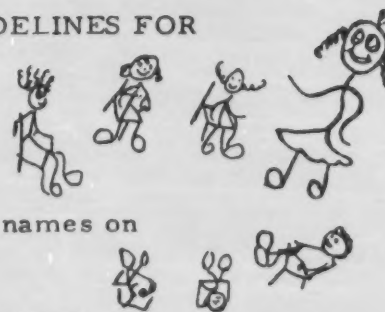
These pages developed by classroom teachers participating in the summer '73 workshops, are designed to help implement the interviewing technique in the classroom. The suggestions for resources and performance are not intended to be complete but are presented to enhance teacher-pupil involvement with the interview technique.

- I. THE STUDENT AND TEACHER WILL SEEK OUT COMMUNITY RESOURCES WILLING TO PARTICIPATE IN THE INTERVIEW PROCESS.
 - A. Use a resource within the room such as a new student; student with a job; student with a hobby; or the teachers.
 - B. Interview members of the school staff.
 - C. Mail personal letters to parents requesting their participation in the program; call parents; children talk to parents.
 - D. Contact people in the community that meet the needs of the class. (Refer to school resource file.)
 1. Send sample questions and information sheet to the interviewee.
 2. Reassure interviewee that he reserves the right not to answer questions with which he is uncomfortable.



- II. STUDENTS AND TEACHER WILL ESTABLISH GUIDELINES FOR PROPER CONDUCT DURING AN INTERVIEW.

- A. Arranging students in a circle will
 1. provide eye contact.
 2. provide better student participation.
- B. Student identification (name tags, headbands, names on desk) helps interviewee be more at ease.
- C. Raise hand at the proper time...or
- D. Practice discussion techniques without raising hand, i.e., learn to listen for opportunity to speak up.



III. THE STUDENTS WILL PREPARE AND ASK SPECIFIC QUESTIONS ABOUT THE INTERVIEWEE.

- A. Students may observe an interview in another room.
- B. Roleplay an interview situation.
- C. Room discussion on questions to be asked.
- D. Evaluate technique after each interview.



IV. THE STUDENTS WILL BECOME ACQUAINTED WITH VARIOUS CAREERS.

- A. Interviewee will be asked to dress as he does on the job.
- B. Interviewee will be asked to demonstrate what he does on his job, if possible.
- C. Evaluate career. Each student should have opportunity to express pros and cons of careers after interviews.



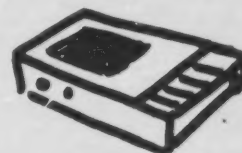
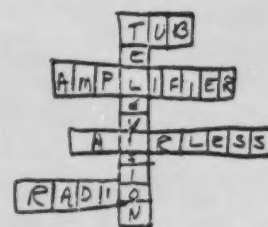
V. THE STUDENTS WILL COMMUNICATE FREELY WITH THE INTERVIEWEE.

- A. The students will express themselves verbally.
- B. The students' self-worth will be enhanced by positive interaction with adults.



VI. GENERAL HELPS

- A. Audio-visual aids can be used to generate interest and evaluate progress in the use of the person-centered interview.
- B. Interviews may be conducted by small groups, recorded, and shared with other members of the class.
- C. Follow-ups of interviews may be:
 - 1. group discussions.
 - 2. research projects on specific careers.
 - 3. vocabulary lists.
 - 4. spelling lists.
 - 5. crossword puzzles.
 - 6. anagrams.
 - 7. phonics skills.
 - 8. other imaginative activity.
- D. Always follow-up interview with thank you notes.



CAREER EDUCATION - FACT SHEETWHAT IS CAREER EDUCATION?

Career Education is the term denoting the total effort by educators, teachers, and communities in presenting organized career-oriented activities and experiences to all persons from nursery through adulthood, and orient the entire educational plan into one, unified career-based system.

WHY CAREER EDUCATION?

Each year 2.5 million students leave high school without adequate preparation for careers and are ill-prepared to offer any productive skills to prospective employers.

In 1970 - 1971:

- Approximately 850,000 young people dropped out of elementary and secondary education because they found school irrelevant.
- 750,000 general curriculum high school graduates who did not go to college were unprepared to secure satisfactory employment.
- 850,000 high school students, who entered college in 1967 did not complete the baccalaureate or an organized occupational program.

Business and industry have an investment in schools through payment of taxes and are dependent upon the schools' end product - a qualified employee. However, in recent years, the quality of the product has been decreasing. Therefore, business and industry spend millions of dollars annually for remedial training which adds to training costs. Employers have a substantial interest in what happens to our schools. Business and industry have a stake in understanding the problems of the schools and in working with them in appropriate ways to improve the quality of education.

WHAT DOES CAREER EDUCATION COST?

In money - No extra cost to schools. Peoria School District 150 has been awarded a federal grant of \$250,000 to develop and implement a Career Education curriculum in grades kindergarten through eighth from January, 1972, through August, 1973, as well as a state grant of \$90,000 to develop Career Education further in grades nine through twelve.

Curriculum development is the most expensive part of the program which is covered by the federal and state grants. Because Career Education becomes an integral part of the curriculum, it will continue on its own momentum with no additional expense to the school district.

In time - Businesses will need to inform all employees of current Career Education concepts, especially those persons-in-the-occupations who will be visited and interviewed.

Teachers will spend very little extra time outside the usual time spent in planning units of study. Teachers' imaginations are their key to Career Education and the students do the real work.

HOW DONE?

- Use people, places, and things as primary learning sources.
- Use person-in-the-occupation as organizing center for developing unit of study.
- Use interviewing technique with persons-in-the-occupations.
- Visits to business premises.
- Relate school skills taught to occupational skills.
- Parent involvement.
- Finished product - evidence of accomplishment.

PROFESSIONAL BOOKS

- (1) Performance-Based Teacher Education: What is the State of the Art? by Stan Elam - (American Association of Colleges for Teacher Education)
- (1) The Individualized, Competency-Based System of Teacher Education at Weber State College by Caseel Burke (American Association of Colleges for Teacher Education)
- (1) Manchester Interview: Competency-Based Teacher/Education/Certification by Theodore Andrews (American Association of Colleges for Teacher Education)
- (1) World of Work Handbook for Teachers and Counselors by Charleta Dunn and Bill Payne (The Leslie Press)
- (2) How I See Myself by Dr. Ira Gordon (Florida Education Research and Development Council - University of Florida)
- (1) Career Education Cluster Facilities Guide (Oregon Board of Education)
- (1) The World of Work: A Curriculum Guide for Grades One Through Twelve by Leah J. Pointer (Orleans Parish School Board)
- (1) Career Education: A Curriculum Design and Instructional Objectives Catalog by Dr. James A. Dunn
- (1) Educational Accountability: Beyond Behavioral Objectives by Arthur W. Combs (ASCD)
- (1) Career Development in the Elementary School by Robert L. Gibson (Charles E. Merrill Publishing Company)
- (1) Career Education: What it is and How to Do It Olympus Research Corporation
- (9) Yellow Pages of Learning Resources MIT Press
- (37) Career Education Resource Guide General Learning Corporation
- (1) #12 (Grades K-6) Supplement to Consumer Education Curriculum Guide for Ohio, Grades K-12 Ohio State University
- (1) A Program for Training the Student with Special Needs by Richard G. Loomis (Genessee Area Skills Center)
- (1) Career Education in the Environment Supt. of Documents
- (1) A Writer's Guide to Journals in Education by A. Bruce Harting

- (1) Compilation of 220 Career Education abstracts with ERIC back up
Center for Vocational And Technical Education
- (3) Work in America - HEW Report (MIT Press)
- (1) Career World - Home Economics (Curriculum Innovations)
- (2) Complete monograph sets (National Center for Occupational Education)
- (1) Differentiated Staffing in Schools (National School Public Relations Association)
- (1) Individualized Science - Like It Is (National Science Teachers Association)
- (2) Career Education In-Service Training Guide General Learning Corporation
- (2) Career Education: New Approaches to Human Development by Larry J. Bailey and Ronald W. Stadt (McKnight Publishing Company)
- (1) Career Education and the Elementary School Teacher (Olympus Publishing Company)
- (2) Values Clarification - A Handbook of Practical Strategies for Teachers and Students by Simon and Sidney (Hart Publishing Company)
- (1) Career Exploration and Planning Text by Bruce Shertzer (Houghton-Mifflin Company)
- (2) Values and Teaching: Working with Values in the Classroom, by Roth, Louis, Harmin, and Simon (Charles Merrill Publishing Company)
- (1) Career Guidance: A Handbook of Methods (Charles Merrill Publishing Company)
- (1) Strategy for Educational Reform (lecture) by Elis Ginzberg (Center for Vocational and Technical Education)
- (1) Personnel Development for Career Education: A Selected Annotated Bibliography (Center for Vocational and Technical Education)
- (1) Career Education Yearbook (American Vocation Association)
- (2) Anthology of 15 Career Education Programs (North Carolina State University)
- (1) Career Guidance: Practice and Perspectives by Gysbers, Drier, Moore (Charles A. Jones Publishing Company)
- (40) Career World (Subscription) (Curriculum Innovations, Inc.)
- (1) Career Education Digest (Subscription) (Educational Properties, Inc.)

- (1) Simulation/Gaming/News (Subscription) (Stanford University)
- (1) Career Education News (Subscription) by Elaine F. Katz (McGraw-Hill)
- (1) Career Education News (Renewal Subscription) by Elaine F. Katz (McGraw-Hill)
- (1) Career Education (Subscription) (Nation's Schools)
- (1) An Evaluation of Elementary Career Education Based on Language Achievement, Mathematics Achievement, and Occupational Awareness in Lincoln County, West Virginia (Eric Document Reproduction Service - LEASCO Information Products, Inc.)
- (1) Career Education: Current Trends in School Policies and Programs (National School Public Relations Association)
- (5) Career Awareness Tests for Grades 1-6 (Thomas E. Woodall, Georgia Southern College)
- (1) Career Development Concept: An Understanding, Plan and Work Packet for K-12 Educators by Cliff E. Helling (Career Development Concept)
- (5) Social Education (1973 - October Issue) (National Council for Social Studies)
- (2) Values Education Rationale, Strategies and Procedures by Matcalf, Lawrence, Ed. (National Council for the Social Studies)
- (1) GPO Style Manual (Public Document Distribution Center)
- (1) Occupation Outlook Quarterly (Subscription) (Supt. of Documents)
- (1) Book developed by CIS - Newton Public Schools (Southeastern Regional Vocational and Technical High School)

TESTING

<u>Company</u>		<u>Item</u>
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	1	Kuder C Profile Boys/Girls
Human Development Training Institute	1	Human Development Program
Harcourt, Brace & Javonovich	2 pkg	Reusable test booklets OVIS
	4 pkg	MRC answer sheets
	2	Manuals for interpreting
	2	Guides for Career Exploration Scoring Services
SRA	1	Math Applications Kit
	3	Teachers Handbooks
SRA	1	What I Like to Do (Grades 4-7) (inventory booklets, profile folders, teacher's handbooks, and manual)
SRA	3 pkg	Text booklets for Kuder form E
	1 pkg	Package of 100 punch pins
	1 pkg	Package of 100 backboards
SRA	200	Kuder E handscore answer pads
	200	Kuder E Profiles

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Dr. Marla Peterson
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Kauffman Printing Company	Order to cover total cost of labor and material, including collating and binding of Career Education Book (2,000 copies)
Kauffman Printing Company	Order to cover reprint of Career Awareness and Exploration Teacher Handbooks (500 copies)
Kauffman Printing Company	Order to cover reprint of Career Awareness and Exploration Teacher Handbooks (1000 copies)
Kauffman Printing Company	Order to cover all labor and materials necessary for Dissemination Report for Career Awareness K-8

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Dr. Wayne Galler
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Instructional Systems
Associates of Greeley

Order to cover evaluation of Career Awareness & Exploration Project

Dr. James Nighswander
Springfield Public Schools

Order to cover writing of behavioral objectives for Career Education Resource Book.

Institute for Educational
Development
New York, New York

Order to cover third party consultant evaluation of Career Awareness & Exploration Project.

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- (2) First Things: What Do You Do About Rules?
- First Things: You Promised!
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- (2) First Things: A Strategy for Teaching Values
- Job Attitudes: A Job That Goes Somewhere
- Job Attitudes: Liking Your Job and Your Life
- Job Attitudes: On the Job: Four Trainees
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Doctors and Nurses - What They Do - by Greene
I Want to be a Mechanic - by Greene
Black Pioneers of Science and Invention - by Haber
2 Behind the Scenes in a Department Store - by Harris
Behind the Scenes in a Car Factory - by Harris
One Hundred Dresses at a Time - by Hefflefinger
3 Your Future in Traffic Management - by Heine
3 Careers in Natural Resource Conservation - by Herbert
About School Helpers - by Hoffman
What does a Forest Ranger ? - by Hyde
What does a diver do? - by Hyde
2 What does a Cowboy do? - by Hyde
I Know an Animal Doctor - by Iritani
Airports, U.S.A. - by Jacobs
Your Career in Advertising - by Johnson
Modeling and Other Glamorous Careers - by Jones
Careers in the Building Trades - by Kasper
Let's find out about Hospitals - by Kay
3 Read About the School Nurse - by Kay
4 Aim for a Job in Appliance Service - by Keefe
Read About the Teacher - by Klagsbrun
3 Read About the Sanitation Man - by Klagsbrun
I, the Lawyer - by Kutner
4 Careers in hotels and restaurants - by Lattin
How to Form a Rock Group - by Lieber
2 On the Job Training and Where to Get It - by Liston
3 Your Career in Transportation - by Liston
2 Your Career in Civil Service - by Liston
3 Your Career in Law Enforcement - by Liston
Writing as a Career - by Lobenz
Listen to Leaders in Law - by Love
Listen to Leaders in Medicine - by Love
Listen to Leaders in Business - by Love
2 Understanding the Stock Market - by Law

BAKER AND TAYLOR (Continued)

- Your Future as a Model - by MacGil
The First Book of Creative Writing - by Mahon
2 Anthropologists and What They Do? - by Mead
3 Your Career in Parks and Recreation - by McCall
Careers in Hotel Management - by McDonnell
Careers for the '70's - Journalism - by Myers
Disease Detectives: Your Career in Medical Research - by Neal
Your Future as a Secretary, 2nd Ed. - by Noyes
- 3 Challenging Careers in the Library World - by Oakes
5 Your Future as a Dental Hygienist - by Paigne
Trailblazer Negro Nurse in the American Red Cross - Pitrone
2 Let's Find Out About the City - by Pitt
3 Careers and Opportunities in Science - by Pollack
Advertising (A First Book) - by Pompain
Careers in Road Construction - by Ray
Careers With a Fire Department - by Ray
Careers in a Police Department - by Ray
Careers in Plumbing - by Ray
Careers in a Telephone Company - by Ray
2 What Does an Airline Crew Do? - by Ray
Your Future in Nursing Careers - by Robinson
A Trip Through a School - by Rowe
City Workers - by Rowe
Careers in Biological Science - by Sarnoff
3 Careers in the Legal Profession - by Sarnoff
2 Your Future as a Pilot - by Scribner
5 Your Career in Nursing - by Searight
2 What's It's Like to be a Dentist - by Shay
Read About the Busman - by Slobodkins
3 Your Career If You're Not Going to College - by Splaver
Your Career in Journalism - by Stein
Opportunities in Opticianry - by Stimson
Aim for a Job in the Iron and Steel Industry - by Sullivan
People Who Make Movies - by Taylor
3 Aim for a Job in Automotive Service - by Taylor
2 Careers in Music - by Ward
Man Explores the Sea - by Weiss
Let's Find Out About the President of the United States - by Whitney
2 Your Future in Your Own Business - by Winter
Your Career in Hotels and Motels - by Witzky
2 Sportswriter - by Woodward
The Picture Life of Martin Luther King, Jr. - by Young

BRO-DART

Booklet 2544 - 1035 Careers in Plumbing
 Booklet 2544 - 0985 Careers in Printing
 Booklet 2544 - 1043 Careers in Road Construction
 Booklet 2544 - 1000 Careers With a Fire Department
 Booklet 2544 - 0969 Careers with a T.V. Station
 Booklet 2544 - 0950 Careers With An Airline
 Booklet 2544 - 0942 Careers at a Telephone Company
 Booklet 2544 - 1019 Careers in a Bank
 Booklet 2544 - 0934 Careers in a Department Store
 Booklet 2544 - 1027 Careers at a Medical Center
 Booklet 2544 - 0977 Careers at a Police Department
 Booklet 2544 - 0993 Careers in Computers

CHILDREN'S PRESS

Guess Who? - by Anne Ball

- (2) What to be? - by Meredith Powell
- Come to work with us in Aerospace
- (2) Come to work with us in an Airport
- Come to work with us in a Bank
- (2) Come to work with us in a Dairy
- (2) Come to work with us in a Department Store
- Come to work with us in a Hospital
- (2) Come to work with us in a Newspaper
- Come to work with us in a Hotel
- (2) Come to work with us in a Telephone Company

Career Guidance Books

Very Important People Series

I Want to be a Baker Series (1972)

- (2) I Want to be a Baker Series (1973)

Economics for Young People

- (2) I Want to be a Bank Teller
- (2) I Want to be a Beauty Operator
- I Want to be a Bus Driver
- (2) I Want to be a News Reporter
- I Want to be a Road Builder
- (2) I Want to be a Sales Clerk
- (2) I Want to be a Secretary
- (2) I Want to be a Service Station Attendant
- I Want to be a Taxi Driver
- (2) I Want to be a Waitress

VIP Series

Se*tant Series

CHILDREN'S PRESS (Continued)

I Want to be a Fireman
I Want to be a Policeman
I Want to be a Weatherman
I Want to be a Dairy Farmer
I Want to be a Nurse Book Bag
I Want to be a Doctor
I Want to be a Dentist
I Want to be a Postman Book Bag
I Want to be a Teacher Book Bag
I Want to be a Forester Book Bag
I Want to be an Airplane Hostess
I Want to be a Pilot
I Want to be a Zoo-Keeper Book Bag
I Want to be a Telephone Operator
About Firemen
About Policemen
Come to Work With Us in a T.V. Station
Friendly Helpers for Health & Safety
Miss Sue, the Nurse
Come to Work with us in a Hospital
About Postmen
True Book of Our Post Office
About School Helpers
About Pilot of a Plane
Come to Work With Us in a Bank
Come to Work With Us in House Construction

CONTINENTAL BAKING COMPANY

A Trip With Baker Bill
Story of a Loaf of Bread
Pattern of Paper Bank

FOLLETT LIBRARY BOOK COMPANY

- (2) Careers in business management - by Mann
- (2) Careers in department store merchandising - by Kaplan
- (2) Careers in hotel and restaurant management - by Lattin
- New world of banking - by O'Toole
- New world of communications - by Sullivan
- New world of computers - by Lewis
- I know a telephone operator - by Evans
- I know a weatherman - by Williams
- Let's go to an airport - by Scotin

FOLLETT PUBLISHING COMPANY (Continued)

- (2) Let's go to build a highway - by Reisdorf and McWilliams
- (2) Let's go to a clothing factory - by Lezarus
- Let's go to a paper mill - by Merkins
- Let's go to a police station - by Scotin
- Let's go to a post office - by Bucheimer
- Let's go to a supermarket - by Chapman
- Let's go to a television station - by Bucheimer
- I know an animal doctor - Pritani
- (2) I know an astronant - by Rubinger
- (2) I know a bus driver - by Gray
- I know a dairy man - by Stanek
- I know a grocer - by Hearlod
- (2) I know a newspaper reporter - by Hearlod
- Lets' go to court - by McCarthy
- (2) Careers in Airline Operations - by Nathan
- New world of construction engineering - by Sullivan
- New world of rubber - by Eberle
- I know an airline pilot - Stanek
- I know a bank teller - by Williams
- I know a truck driver - by Evans
- Animal doctors: What do they do? - by Greene
- Doctors and nurses: What do they do? - by Greene
- Railroad engineers and pilots: What do they do? - by Greene
- Soldier and sailors: What do they do? - by Greene
- Truck Drivers : What do they do? - by Greene
- Careers in personnel administration
- Careers in public planning and administration

HARPER AND ROW PUBLISHERS

- Animal doctors: What do they do? - by Greene
- Cowboys: What do they do? - by Greene
- Doctors and Nurses: What do they do? - by Greene
- Railroad engineers and airplane pilots: What do they do? - by Greene
- Policemen and firemen: What do they do? - by Greene

ILLINOIS READING SERVICE

Millions of Cars: From Drawing Board to Highway - by Hal Butler
Fishermen on Georges Bank - by William Finn
What Happens At a Newspaper - by Arthur Shay
What Happens in a Skyscraper - by Arthur Shay
What It's Like to be a Dentist - by Arthur Shay
What It's Like to be a Nurse - by Arthur Shay
So You Want to be a Magician - by Lawrence White
Read About the Sanitation Men - by Francine Klagsbrun
What a Pro Football Coach Does - by Roy Hoopes
What a U.S. Congressman Does - by Roy Hoopes
How Do They Build It? - by George Sullivan

THE INSTRUCTOR PUBLICATIONS, INC.

(360) Peace-Maker, Plumber, Poet and Drummer (magazine)

KING FEATURES

(500 ea) (Comic Books)

Health Careers
Environmental Careers
Manufacturing Careers
Transportation Careers
Communications and Media Careers
Construction Careers
Marketing and Distribution Careers
Agri-Business and Natural Resources Careers
Marine Science Careers
Public Service Careers
Personal Service Careers
Hospitality and Recreation Careers
Fine Arts and Humanities Careers
Consumer and Home-Making Related Careers
Business and Office Careers

THE LOLLIPOP POWER COLLECTIVE

Martin's Father - by Margrit Eichler

MACMILLAN COMPANY

Johnathon Livingston Seagull - by Richard Bach

MCKAY

All Kinds of Mothers - by Cecily Brownstone

CHARLES E. MERRILL PUBLISHING COMPANY

Math for Career Education

MODERN CURRICULUM PRESS

How to Choose a Successful Career

RANDOM HOUSE

Ann Can Fly - by Fred Phleger

SCHOLASTIC BOOK SERVICES

- (15) Skill Booklet (Job Skills) Jobs in Your Future and Teacher's
Earth Is My Home Ecology/Conservation Book 2

YOUNG READERS PRESS, INC.

- 2 Kids on TV - by Arneson
- I Want to be a Beauty Operator - by Baker
- 2 What will the Weather Be? - by Barr
- The Story of the Boy Scouts - by Blassingame
- I Like to be Me - by Bell Geddes
- Someone Always Needs a Policeman - by Brown
- 2 About Submarines - by Carlisle
- Martin Luther King: The Peaceful Warrior - by Clayton
- 2 Television and How it Works - by David
- 2 How to Play Baseball - by Fitzsimmons
- Timothy and the Snakes - by Gee
- Where Does a Letter Go? - by Greene
- I Want to be a Librarian - by Greene
- I Want to be a Mechanic - by Greene
- Computers at Your Service - by Kohn
- Photography - by Kohn
- The Secret of Cookies, Candies, and Cakes - by Fletcher

- Fun-time Magic - by Havel
The Wright Brothers - by Kaufman
Terrariums and Aquariums - by Leavitt
Goofy Foot - by Ogan
 2 Three-In-One Car - by Sankey
 2 Shutterbug - by Shumsky
Digging for Dinosaurs - by Swinton
Jets - by Verral
 2 Gems and Rare Metals - by Waller
The Ballet Book - by Winter
Time and Timepieces - by Young Readers
Weather and Climate - by Young Readers

FRANKLIN WATTS, INC.

- First Book of Firemen - by Benjamin Brewster
First Book of Holidays - by Bernice Burnett
First Book of Hospitals - by Harold Cox

BECKLEY CARDY COMPANY

- America's Children
The Farm
Children of the World
Circus
Flight to Space
Farm Yard

CHARLES A. BENNETT COMPANY, INC.

- Industrial Arts for the Elementary Classroom 1973 Edition

APPENDIX D
FOR YOUR STUDENTS

Career Education "People of Peoria" Directory

- Sections:
- I. Using the Directory
 - II. Women in Our Community
 - III. Men in Our Community

I. USING THE DIRECTORY

Call the CAE Office: When you desire to obtain the services of one of the volunteers in the directory, call the Career Awareness and Exploration (CAE) office to see if that person is still available. Indicate to Gail, the CAE secretary, the ideal date and time you would like to volunteer to come. (Where possible, provide two alternate dates and times.) After Gail has contacted the volunteer you will receive a note to confirm the date, let you know that the volunteer will be unable to come, and/or provide you with information concerning an alternate date and/or time. (Note: This list should, in no way, inhibit those who would desire to contact "directly" a worker not listed or referred to in this directory.)

Keep-Up-To-Date: You will be kept informed when names are added or deleted from the list. Please up-date your directory when you get the information from the CAE office.

Help the List Grow: If you know a worker who would be willing to be interviewed by students, please notify the CAE office. Every little bit helps.

Note of Appreciation: Many people have and continue to be involved in the compilation of this directory. A special note of recognition is due the education committees of Peoria Association of Commerce and the Peoria Organization of Women for Equal Rights.

II. WOMEN IN OUR COMMUNITY

The following people have offered to take part in the Career Awareness program by making classroom visits:

NAME	TITLE	ADDRESS	PHONE	TIME AVAILABLE TO VISIT	COMMENTS
Jean McLaughlin	Pilot	Byerly Aviation Greater Peoria Airport	697-6300	Anytime - 1 week advanced notice	
Dr. Maude Saunders	Physician	501 N.E. Jefferson	674-2221	Thursdays	
Annette Mills	Civil Engineer	2609 Bacon Drive Peoria, Illinois (14)	691-2110	Anytime	
Betty Gardner	Engineer	116 S. Roosevelt N. Pekin 61554	675-2145	Once a month	
Marilyn Weitzel	Asst. Editor	100 N.E. Adams Peoria, Illinois (02)	675-4723	Any day but Thursday	
Patricia Benassi	Trail Lawyer	NLRB Saving Center Tower, 411 Hamilton Blvd., Peoria, IL.	673-9061 (ext. 313)	Anytime after 10/10/72 for grades 5-8 only	
Patsy Miller	Engineer	101 S. Maple Lane E. Peoria, IL. (11)	675-2138	3 days advanced notice - anytime	
Dr. Sarah Miller	General Practitioner Emergency Room Physician	Proctor Community Hospital	691-4702	Anytime - 1 week advanced notice	
Linda Bolliger	Addiction Specialist (drugs and alcohol)	5250 N. Knoxville Apt. 402-A Peoria, IL. (14)	691-2890 H 685-5241 B	Tuesday & Friday (once a month)	
Sharon Emmons	Purchasing Analyst	Caterpillar Tractor Mapleton Purch. Dept.	675-8637	Anytime	
Kay Pretorius	Juvenile Probation Officer	516 E. Archer Peoria, IL. (03)	676-4611 B 688-4326 H	Wed., Thurs., or Fri. once a month	
Marjori Bolliger	Court Reporter	215 E. Illinois Ave. Peoria, IL. (03)	682-7031	Work fluctuates from day to day. She will call back on morning of appointment to confirm visit or set another date.	
Sylvia Nath	(former teacher) Policewoman	542 S.W. Adams Police Dept.	673-4521	Anytime	
Sarah Jordan	Mailwoman	2307 W. Barker Peoria, IL. (04)	673-3890 H 673-9061 B	On her days off only	

II. MEN IN OUR COMMUNITY

The following people have offered to take part in the Career Awareness Program by making classroom visits:

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NAME	TITLE	ADDRESS	PHONE	TIME AVAILABLE YO VISIT	COMMENTS
Jack Williams	(former nurse) anesthetist	Methodist Hospital	685-6511	Thursday afternoon once a month	
Bob Schwind	Student Nurse	3411 Rockwood Peoria, IL. (04)	685-9588	According to his work schedule	
Tom Hood	Student Nurse	304 E. Pennsylvania Peoria, IL. (03)	688-4579	According to his work schedule	
Ted Krosse	Community Rela- tion Representa- tive	Central Illinois Light Company	672-5219	He will try to be available at your convenience	Recently spoke to Sterling faculty

APPENDIX E

This chart indicates the clusters included in each section of the Resource Book.

OCCUPATIONAL LISTING BY CLUSTER

	Pre-K	K	1	2	3-4	5-6	7-8	Sp. Ed.
CONSTRUCTION		X		X	X	X		
HEALTH		X	X	X	X	X	X	X
TRANSPORTATION		X		X		X	X	X
AGRI-BUSINESS AND NATURAL RESOURCES	X	X	X		X	X		X
INDUSTRIAL AND ENGINEERING		X		X		X		
MARINE SCIENCE						X		
ENVIRONMENTAL						X	X	
BUSINESS AND OFFICE		X		X	X	X	X	
MARKETING AND DISTRIBUTION	X	X	X	X	X	X		
COMMUNICATIONS AND MEDIA		X			X	X	X	
HOSPITALITY AND RECREATION				X		X	X	X
FINE ARTS AND HUMANITIES						X	X	
PUBLIC SERVICE	X	X	X	X	X	X	X	X
CONSUMER & HOMEMAKING	X	X	X	X				X

NEWS RELEASE**Peoria Public
Schools****Peoria, Illinois****Office of the Director of Informational Services****672-6745**

FOR IMMEDIATE RELEASE

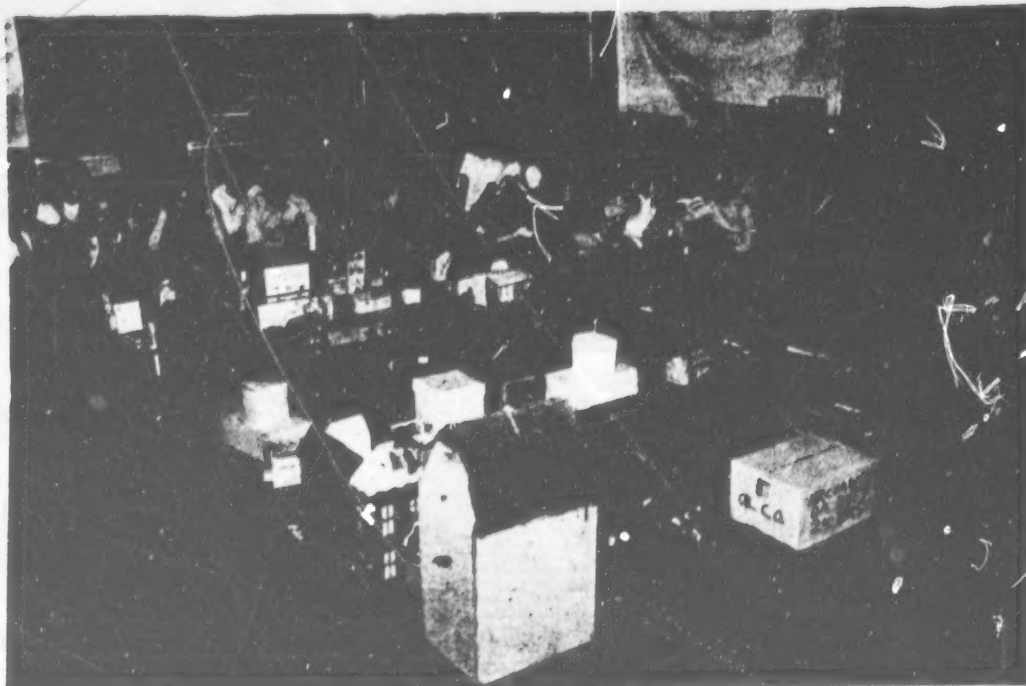
February 8, 1973

An "Action" Conference on Career Education, jointly sponsored by Peoria Public Schools and the ABLE Model Program of Northern Illinois University, will be held next Tuesday, Wednesday and Thursday, February 13-15, 1973 at the Ramada Inn Glendale.

The Conference will be unique in that not only will District 150 teachers be featured as resource people during the Conference, the Conference participants will be visiting District 150 schools which are involved in Career Awareness and Exploration in order that they might see first-hand the implementation of the District 150 Career Awareness Plan.

Featured guest speakers during the Conference will be Dr. Chester W. Dugger, Director, Career Awareness and Exploration Program for Peoria Public Schools; Dr. Walter Wernick, Director, ABLE Model Program, Northern Illinois University; Dr. Clyde Smith, Associate Professor of Education, Bradley University; and Dr. Earl J. Moore, Associate Professor of Education, University of Missouri.

OBSERVER, Wednesday, April 18, 1973, Page 4



HINES SCHOOL first-graders created a giant-size model of a community when they studied land development during a Career Awareness Program unit. All the children pitched in to build houses, stores, schools, apartments, and many other buildings. The young students presented a program to their parents last Thursday at an open house. The young "community planners" are students in Mrs. Trinder's class at the school.

OBSERVER

Wednesday, February 27, 1974



Each day seems to bring new educational ideas to one Kellar East School classroom. Innovative methods of teaching such as individualized instruction, team teaching, field trips and "hands-on" activities help make learning a pleasure there. The class is for children, ranging in age from nine to 11, who have learning disabilities. While the youngsters are of normal or above-average intelligence, the learning experience for them is often blocked because of learning difficulties. Often, this leads to frustration. To put the fun back in learning for these youngsters, Mrs. Miriam Brownstein, the classroom instructor, has added a number of activities this season ranging from cooking to woodworking projects. On our cover this week, Frank Gorman gets a helping hand on his project from Howard Hansis, a Career Awareness consultant. For more on the classroom, turn to page 8B.

FIRST GRADE STUDENTS AT KELLAR WEST GET
A THREE-WAY BENEFIT IN ONE DEMONSTRATION

First grade students at Kellar West, in the classes of Mrs. Emma Lou LeSar and Mrs. Bobbye Parker, received a three-way benefit from one demonstration last week.



Mr. Benny Huffman makes cotton candy for Kellar West first graders as Mrs. Emma Lou LeSar holds up one of the shorter students.

The students were being introduced to the letter "C" in their Alpha One Reading Program. In the Alpha One Program Mr. "C" is known as Mr. Cotton Candy. For their first experience with Mr. Cotton Candy, a real Mr. Cotton Candy, in the person of Mr. Benny Huffman, brought his cotton candy machines to the school for a live demonstration.

As a part of the Career Awareness Program the children also had an opportunity to question Mr. Huffman, a retired school teacher, about his new career in operating the machines at fairs, carnivals, schools, etc.

The third way the children benefited from the demonstration

was that each one had a chance to sample Mr. Huffman's product. It was a dramatic and entertaining demonstration for the children.

Spring, 1973

ELEMENTARY STUDENTS ARE INTERVIEWING PEOPLE
WHOSE CAREERS HAVE SOME CONNECTION WITH PIGS

Five fourth grade classes and one third grade class from District 150 have selected pigs as a basis for career awareness and exploration. The students from Washington, Loucks, Kellar East, T. Jefferson, Glen Oak and Lincoln are raising a pig (along with a farmer friend) and they are interviewing people whose careers may have some connection with raising pigs.

They began by interviewing the zookeeper from Glen Oak Park, and growing out of this interview they have just completed other interviews with Park District personnel who support the Glen Oak Zoo in some way. Wednesday afternoon they interviewed Park District personnel Mrs. Pat Landen, Fred DeRonda, Dave Snyder, Bob Wiley and Cliff Gunter.

The classes from the six schools will be meeting regularly during the school year at different schools to study different occupations connected with the pig.

September 29, 1972

**Peoria
Public
Schools**

District No. 150

STAFF NEWSLETTER

GLEN OAK 2ND GRADERS STUDY "THE NEEDS OF SHELTER" FOR C.A.E.

Second Grade students of Miss Marguerite Dannenberg at Glen Oak School have been studying "The Needs of Shelter." After studying about the homes of the Eskimo, Mexicans, Indians and English through films and film strips, the class discussed their own homes and decided to make a model from cardboard boxes. The Carpenter Committee studied plans and the class chose the most suitable. The students learned much about careers from Mr. Mike Golden, an apprentice carpenter who visited the class with his tool box. Later the class visited Shaheen's Hardware store and learned how Mr. Shaheen helped in building a house.



The "carpenters" measure and cut paneling for the model house.

The decorating Committee interviewed Mrs. Shaheen while she mixed a can of paint for them to use on their model house.



The Decorating Committee also interviewed Mrs. Joseph Vallentine, an instructor in interior decorating for Sears. She visited the school for her interview. Later, the house is to be sold during an interview with a real estate salesperson, and insured by an insurance man.

At Left: Mrs. Vallentine, being interviewed by the "decorators."

Winter, 1973

KELLAR EAST SECOND GRADERS BUILD A HOUSE

Second grade students of Mrs. Arlene Wise have been learning about houses from "hands on experience." They made their own house as the culmination of their career awareness project on houses.

The house is 5 feet by 8 feet and six feet tall. The children measured for dry wall construction, stapled with a staple gun, taped, sized walls, stained beams and door and window jams, sanded and wall-papered. Mr. James Gustafson, principal, laid carpeting as a final touch.

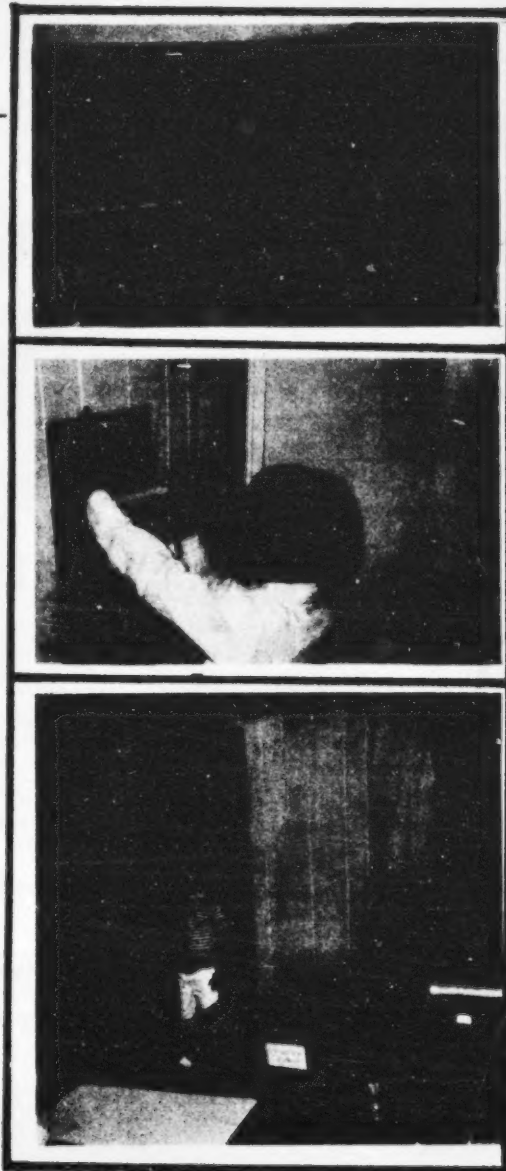
Parents and businessmen donated time and products to make the project a big success.

Everyone in the class is delighted to make the "house" a library reading nook. It is also to be used as a store or a printing company.

Pictured at right, from top to bottom: #1--This is the way the children started.

#2--They put in windows and doors.

#3--They are all proud of the finished "house."



Spring, 1973

TEACHER AND STUDENTS SET UP RETAIL STORE AT VON STEUBEN

"If the right change isn't made, there'll be a loss of profit." Those were the words of Miss Marilyn Rollins, 6th Grade teacher at Von Steuben, when describing her career awareness project that involved setting up a retail store within the confines of the school.

A manager, six clerks, and an inventory team are just a few of the people being highlighted in her career awareness venture. Each child has invested 25¢ toward the purchase of an inventory (pencils, pens, paper, and some sweets) and sales will be held daily from 8:50 to 9:00 a.m. and 2:30 to 3:00 p.m.

The children receive excellent insight into retail sales when the manager of Fogler's Variety Store paid a visit to the class. He provided the children with the necessary ingredients for successful retailing. Now all Miss Rollins' 6th graders have to do is prove him right--by making a profit.

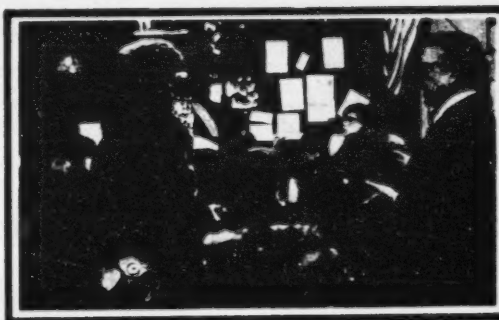
April 6, 1973



Miss Marilyn Rollins with students (L. to R.) Janine Gomes, Elisa Ehlen and Brad Hulick

CAREER VISITORS KEEP PRINCIPALS IN CAREER EDUCATION

Bill Seitz, principal of Sterling School (shown at the right in the picture on the right), was host to an eight o'clock career visit from students in Marsha Hankins' class at Sipp School. (Mrs. Hankins is on the left in the picture) The students are continuing their study of handicaps and careers. Members of the class spent a morning observing and participating in hearing impaired classes at Sterling School.



FAME FOLLOWS THOSE WHO----

While in full U. S. Air Force uniform in St. Louis, Joe Bauwens, principal of White School, was boarding a group of students for a trip to the Air Force Academy in Colorado. A counselor approached him and said, "You're a principal in Peoria! I've seen your picture at Career Education Workshops!"

March 22, 1974

STUDENT TEACHER HELPS STUDENTS UNDERSTAND HANDICAPS



"When the class finishes this unit, students will understand what it means to have a handicap, how the handicapped person operates in society and how some handicapped persons feel about themselves and their handicaps," stated JoAnne Salzman, a special education major at Illinois State University. (At left)

JoAnne, who is student teaching in Mrs. Marsha Hankins' third-fourth grade class at Sipp School, will complete six weeks of student teaching in Peoria, take an additional six weeks with visually impaired junior high students in Joliet and complete the semester teaching blind students in Janesville, Wisconsin.



Mrs. Josephine Tucker, T. Jefferson, demonstrates the use of maps designed especially for visually impaired students.

Working closely with Mrs. Hankins, JoAnne has used the Career Education model for planning and implementing a unit of work which includes person-centered interviews, career visits, and integration into the various subjects taught at the third and fourth grade levels. Physical education activities, whenever safety factors permitted, have been accomplished blindfolded; spelling and math activities have been tied to words and skills related to the handicapped.

A highlight of JoAnne's unit is the use of the person-centered interview to establish communication with handicapped people in various careers, to explore careers for non-handicapped people wishing to work with the handicapped and to establish communication with handicapped students. When asked for her reaction to JoAnne's unit, Miss Janet Osberg, Coordinator for visually and orthopedically impaired programs for Mid-Central Association, said, "One student said it all--'They are just like us, aren't they?'--and that tells me the unit was excellently prepared and a very important goal is being achieved."

March 8, 1974

CILCO news

VOLUME 46, NUMBER 21

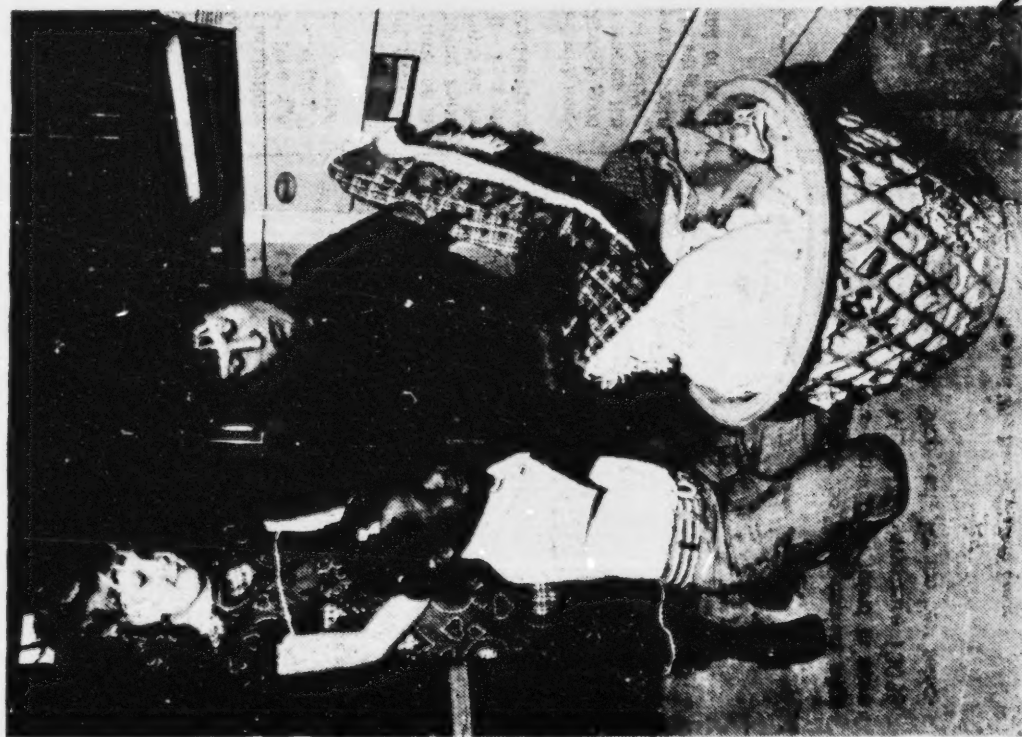
FRIDAY, OCTOBER 19, 1973



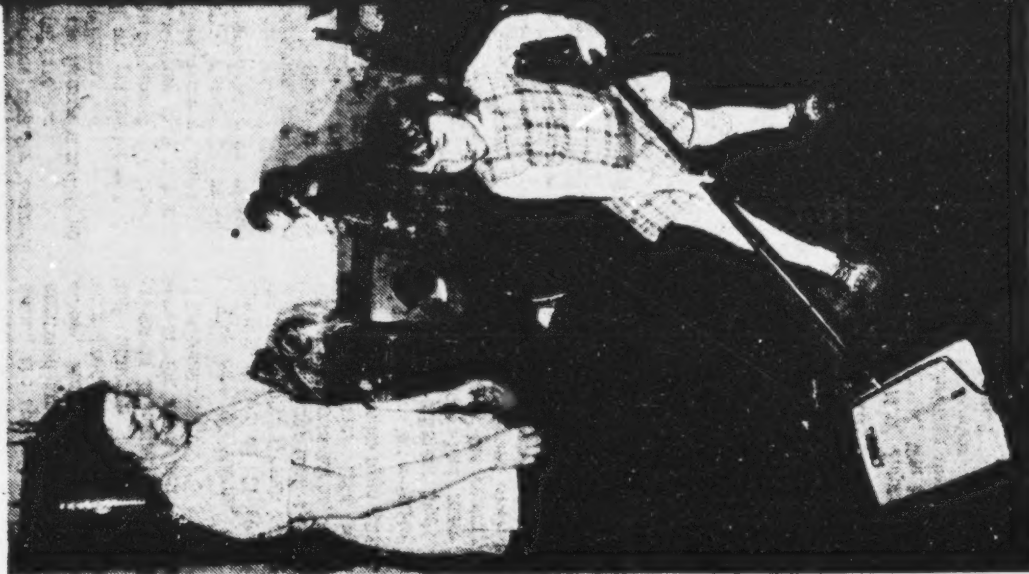
Sixth graders from Northmoor School in Peoria toured the Pioneer Park Service Center as a part of the Peoria Public Schools Career Education Program. The program in it's second year, is an effort by District 150 and the community in presenting career-oriented activities and experiences to grade and high school students. TOP PICTURE—Harold McDougal, engineering aide, listens to a question regarding his job at CILCO. PICTURED LEFT—Russ Fletcher, crew leader, Electric Storeroom, (in safety helmet) ponders a question from one of the interested students. Al Tankersley, supervisor, Forestry Department, (left of Russ) was a group leader. BOTTOM PICTURE—Ed Smith, journeyman/meternan, Electric Meter Department, shows students the safety equipment used by linemen and tested by the Electric Meter Department for reliability.



Sipp Children Learn What Homemakers Do



Doing the laundry is explained to Sipp kindergaren students by Mrs. James Kuecker of 1504 W. Marlene. Learning how to sort clothes in the Kuecker basement are Mrs. Kuecker's daughter, Amy, and Marquita Furness, daughter of Mr. and Mrs. George A. Furness of 4907 Everts Ct. Meanwhile, at the nearby home of Mrs. Francis Alak-siewicz of 1412 W. Marlene, the kindergarten children learned about cleaning house. Maureen Lehrfeld, daughter of Mr. and Mrs. Jacob Lehrfeld of 1803 W. Lemont, operates a sweeper while her classmates do the dusting. Staff photos by Ken Kiley.



ACA
Educational
Services

Career Education— A Total Effort



A CILCO employee explains plant operations to a group of high school students during the plant tour portion of CILCO's career education program.

During the school year 1972-73, the public school system of Peoria, Ill., embarked on an extensive Career Education Program. The interest in career education stems from information released by the U. S. Office of Education which shows that in 1970-71:

- Approximately 850,000 young people dropped out of elementary and secondary education because they found school irrelevant.
- 750,000 general curriculum high school graduates, who did not go to college, were unprepared to secure satisfactory employment.
- 850,000 high school students, who entered college in 1967, did not complete the baccalaureate or an organized occupational program.

Peoria is one of many school systems working to change these figures through career education.

Career education is a term used to describe the total effort by educators, teachers, and communities in presenting organized career-oriented activities and experience to all persons from kindergarten through adulthood. Career education also means that the entire educational plan is organized into one, unified, career-based system.

The Peoria School System believes the Career Education Program will develop citizens who will function well in our society and who can successfully handle a job or enter some form of post-secondary education upon graduation from high school. Several techniques are used to achieve this:

- Use people, places, and things as primary learning sources.
- Use persons-in-the-occupations as the center of units of study.
- Use interviewing techniques with persons-in-the-occupations.
- Visit business premises.
- Relate school skills taught to occupational skills.
- Involve parents—have parents talk to classes about their occupations.
- Finished product—evidence of accomplishment—bring former students back to talk to classes.

As the list of above techniques for teaching career education indicates, coordination of school and community resources is necessary. Central Illinois Light Company, which employs approxi-

Career Education— Contd.

mately 1,000 people in the Peoria area, is one of the largest community resources. And, CILCO, through Ted Krosse, community relations representative, is actively involved in Peoria's Career Education Program.

CILCO's involvement in career-education works on two levels. The first level is devoted to career visits. Teachers invite parents and other workers into their classes. Several CILCO employees have already been selected to give talks about their jobs. If a parent, who is also a CILCO employee, is asked to speak, he checks with Ted Krosse to receive help in the preparation of the presentation.

The next level of the program is

the Model Career Visit. On this level a company employee visits the class and tells the student about his business. The class then visits the place of business for a trip through the facilities. The large group is divided into smaller units for the tour, and these are guided by company employees who are familiar with the Career Education Program.

Students are permitted to interview any worker that they meet during the tour. They usually ask questions about the kind of work and the experience necessary to perform the job. After the tour the groups re-assemble to compare notes, to share insights, and to discuss the tour and the various careers.

In addition to the Career Education Program, Central Illinois Light participates in two other programs designed to educate students about the world of work. One of the programs is the Co-op Program for high school students. The other is their Cooperative Education Program for college engineering students.

Under the Co-op Program, a student who has completed the junior year in high school is hired for part-time work during the school term and for full-time summer employment. The chosen student is given on-the-job training in an office situation. After graduation from school, the student is offered full-time employment.

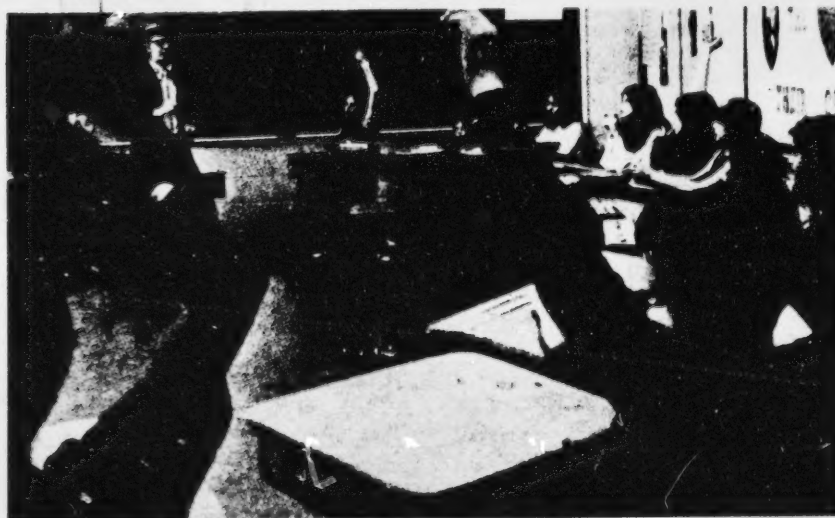
The Cooperative Education Program for engineering students is set up on two different schedules. Both sched-

ules require five years to complete and involve alternating periods of study with periods of work experience. Students in the Cooperative Education Program are also offered full-time employment at the completion of their course. The Co-op Program and the Cooperative Education Program have proved an effective method for supplying CILCO with qualified employees.

Cooperative educational programs of this sort and participation in the Career Education Program require considerable investment of time and human energy on the part of participating companies. Do the companies benefit in any way?

CILCO believes that they do benefit. They benefit from the students learning how an investor-owned utility operates in serving its customers. The contact with students and teachers also provides the company with an opportunity to discuss aspects of the gas industry and to present a balancing point of view when necessary. CILCO also believes, as do other companies involved in career education and preparation, that industry directly benefits through the availability of well-qualified and properly-trained job applicants.

For more information on CILCO's programs, contact Robert L. Wahrenburg, Advertising and Publicity Coordinator, or Ted Krosse, Community Relations Representative, Central Illinois Light Company, 300 Liberty Street, Peoria, Ill. 61602. Source: Sandra T. Wisniewski. ■



T. D. Krosse, community relations administrator, answers seventh graders' questions about employment opportunity at CILCO.

Making Children Aware Of Careers

By MARIE MAGENHEIMER
Children in School District
150 are being taught that al-
most every adult has to
work, even the homemaker.

Elementary students are
working hard to learn about
occupations they may want
to work at when they are
older.

Career Awareness in ele-
mentary schools was
launched last September un-
der the supervision of Dr.
Chester Dugger of District
150.

A \$250,000 grant received
from the National Institute
for Education requires that
grade school teachers include
Career Awareness in this
year's study program. As a
result, children have been in-
troduced to almost every
type of occupation, including
that of the homemaker.

"I would rather like to
think in terms of occupa-
tion," Dr. Dugger said, "not
just talking about occupying
time just to make a living,
but about how people occupy
their time in general. Do
they occupy their time in
serving other people, or are
they confined to serving
themselves, or other persons,
or just their family? Or do
they feel a responsibility to
the entire community?"

"Do they take part in vol-
unteer work? Do they feel it
is important to become in-
volved with politics? Do they
deal just with adults or do
they deal also with children?"

"Does their job which gives

them their livelihood take up
most of their time or do they
have hobbies which are im-
portant in their lives?"

"Do these hobbies deal
with people, places or things,
or ideas?"

"Then a fundamental ques-
tion is: What can an analysis
of how a person occupies his
or her time tell you about
that person? What that person
feels is important or is not
important."

"There is a reason why it
is important. I find out who I
am by finding out how other
people feel about them-
selves."

Homemaking was empha-
sized in the Career Aware-
ness program in Mrs. Janet
Mitzner's kindergarten class-
es at Sipp School. Through
visits with mothers of some
of the children, the class
learned about baby care,
laundering, house cleaning
and cooking.

Variety marked the pro-
gram for kindergarten class-
es taught by Mrs. Pat Kel-
logg at Loucks School. At
one session children dressed
in outfits representative of
their parents' careers. They
also learned how to bake
bread and churn butter.

This week's activities were
discussed at Sipp School on
Friday, and on the following
Wednesday the pupils were
taken grocery shopping to
buy food for a breakfast they
prepared when they returned
to school.

These events are somewhat
indicative of programs
throughout the district.

It is at the discretion of
each teacher as to how Ca-
reer Awareness is presented,
according to Dr. Dugger.

When one group is taking
part in an aspect of the pro-
gram, children who remain
in class are under the super-
vision of student or substitute
teachers.



Kerri Puckett, 5 months, doesn't mind a bit as Sipp School kindergarten children learn the ins and outs of bathing infants from Kerri's mother, Mrs. Del Puckett of 1105 W. Glen. The other children are (from left) Lori Herman, Richard Turcott, Greg Root, Kathy Shostrom and Shawn Puckett, Kerri's brother.

Career Education Confab Here.

Peoria School Dist. 150 — which is considered a leader among the nation's developers of career education programs — will cooperate with Northern Illinois University in sponsoring a career education conference Feb. 13-15 at the Ramada Inn.

The Board of Education was advised last night that between 200 and 250 educators will attend the sessions which will have a "workshop approach," including visits to Peoria schools.

"We're getting quite a few inquiries from other districts," said Charles Pryor, career awareness counselor. One letter came from the Carolina Islands.

"I think this is excellent," commented William Schwab, Board Member. "And it's gratifying to see that the news media is picking up stories about career education."

In other business last night,

Board President Mary McDade appointed Leo Sullivan to serve as legislative representative for the board and John Vilberg, Michael Negley and herself as board representatives to the programming, planning, budgeting systems steering committee.

Evaluation of Peoria's vocational courses will be undertaken by the Illinois Division of Vocational and Technical Education Feb. 19-23. A 25-member team will do the external evaluation, said John D. Hlavach, director of vocational and technical education in District 150.

Team members—consisting of business and industrial representatives, vocational educators and students outside District 150—will interview administrators, faculty, school board members, recent graduates and other persons in the community.

On the subject of vocational education, Sullivan suggested the administration look into possibilities for cooperating with Illinois Central College in providing courses to high school juniors and seniors.

Supt. Claude Norcross said he will present a comprehensive report Feb. 19.

January, 1973

Careers Program Slates Professors

Professors from three universities will be guest speakers at a Career Education Conference planned Feb. 13-15 at the Ramada Inn-Glen-dale.

Sponsored by Peoria public schools in cooperation with the ABLE model program at Northern Illinois University, DeKalb, the conference will open with registration and exhibits at 9 a.m. Feb. 13.

Dr. Walter Wernick, director of ABLE, will moderate the opening session. In the afternoon there will be school visitations and a workshop. Dr. Chester W. Dugger of Peoria School Dist. 150's career awareness program will describe the Peoria implementation plan.

Model career visits are planned in cooperation with the Peoria Association of Commerce Feb. 14. Dr. Earl J. Moore, associate professor of education, University of Missouri at Columbia, will speak at 7 p.m.

Dr. Clyde Smith of Bradley University is on the conference program for "Need and Historical Perspective." Special help sessions are scheduled Feb. 15. Reservations are being taken by Charles Pryor at the Peoria Schools Administration Bldg.

2-4-73

UNESCO Selects Career Data Produced Locally

Career education as taught in Peoria public schools is described in a nine-minute slide and tape presentation which will be sent to Geneva, Switzerland for showing at a UNESCO international conference on education this month.

The production—photographed with technical help from Illinois Central College and narrated by a radio station WMBD announcer—is one of six audio-visuals on career education selected to represent the United States.

It was prepared at the invitation of Dr. Henry Brickell, New York City, director of studies, Institute for Educational Development of the Educational Testing Service.

The project in Peoria School District 150 was funded in January, 1972 and the first director, Dr. Chester Dugger, was hired in March.

Originally to have expired last month, the federal grant recently was extended through Dec. 31 because Peoria had gotten a late start in the program. About \$40,000 is left in the budget this year.

"We have the same approaches as last year, with more emphasis on field trip, career visits this fall," said Charles Pryor, the new director. He noted that many initial start-up jobs have been completed, such as summer in-service training for teachers.

9-15-73

The Journal Star

Sunday, Dec. 30, 1973
Family Living Section B

Welcome To Billsville

By MARION OBERHOLTZER
Women's Editor

Have you heard about the model community being built in our town?

Named Billsville, the community has a mayor, city manager, planning committee and a population of 22 (21 fourth grade students and their teacher).

What started as a social science project for the students of Mrs. Nancy Bills at Greeley School has developed into an in-depth study of city government.

"The children seemed to have very little understanding about the difference between their city, state and country. And they did not understand how a community functions or how leaders are elected to make the choices for the community and provide services.

"I decided that a heightened awareness of their own city and its resources was basic to learning about other cities and cultures."

Mrs. Bills began with a walk through the neighborhood and towards the downtown area. "Our task was to identify producers of goods and producers of services.

"We discussed what services a city provides for us, how funds are obtained and how a budget must be made. We also discussed zoning and the reasons for having it."

Next was a plan for a model city. Mrs. Bills, the students and their student teacher, Ms. Jeanette Keller, decided that first they should have an election for mayor.

Seven youngsters campaigned for the office. Taxes, street improvements, remodeling homes and pollution control were mentioned frequently in the speeches written by the candidates and their campaign managers.

James Wade won the election, and his campaign manager, Clarence Tinsley, was named city manager.

Serving on the planning committee for the new city named for their teacher are Donald Miller, Charla Marshall, Sabrina Rutherford, Kim Lewis and Jackie Miller.

The planning committee has been meeting a half-hour each school day to work out the construction of the model city.

"Scarcity of materials and rising costs presented no problems," Mrs. Bills said.

"All we needed were milk cartons, boxes, tape, scissors and paste. The city was strictly their own creation," she emphasized.

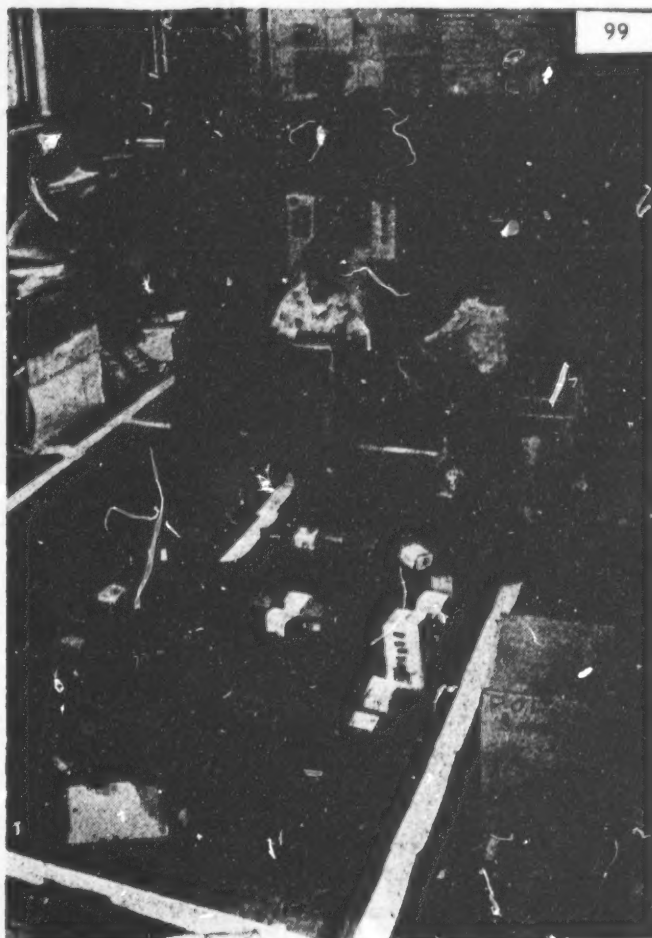
According to Mayor James Wade, the project is far from completion — more will be done after the holidays.

"We got our buildings fixed," James said. "And we're getting all our stores in. We're trying to fix underground parking, and we're getting the houses fixed up.

"Mrs. Bills is fixing the roads (taping them to the classroom floor)."

In his campaign speech, James had promised lower taxes for individuals than for factories, a swimming pool, lower food prices and free home repair.

He has seen that a swimming pool is included in the project, and he plans to work on the tax issue after Christmas.



And about those food prices: "I'll work on that as soon as I get time," this young mayor said matter-of-factly.

Three members of the planning commission were available for comment the day we visited Billsville.

Charla said the zoning, streets and the positioning of the railroad was most important.

Donald thought placing the hospital in the middle of the town was the best idea.

Kim believes the planning of the residential area and construction of schools was the most important part of planning the model city.

According to Mrs. Bills, the youngsters had to decide where to locate their city. They settled on placing it near an ocean and plan to construct a lake nearby.

They also had to determine what kind of factories they wanted included. Currently they have three and they are located outside the residential and shopping areas "so they won't pollute the city," Mayor Wade said.

The hospital, located in the center of the community, is equipped with a rooftop landing pad for a helicopter.

The model city also includes a dog pound, three churches, one school (more are planned), residential area, amusement park, museum and library facility, zoo, fire department, airport, city hall, police department and train center with tracks circling the city rather than cutting through it.

"We will be making additions and improvements as we discover things, which would make our model city a better place to live," Mrs. Bills said.

"So far, we have managed to incorporate English (writing reports), reading (vocabulary building) and science (studying pollution, water and energy sources).

As part of the project, the youngsters have attended a club meeting at Greeley and interviewed their alderman, Bruce Brown.

The youngsters, obviously, are very enthusiastic about the project.

Mrs. Bills promised, "We will continue it as long as they are interested."

*an adventure into the business
of Candyland*

How do you convince a group of classroom teachers that the teaching of career awareness can be an integral part of their curriculum and not an isolated subject in itself? This is probably the biggest problem faced by any school district planning to implement the program into their schools.

In the fall of 1972, teachers in District 150, Peoria, Illinois, were given, what I considered at the time, the added responsibility of teaching a new subject — Career Awareness. In spite of extensive training through workshops and the efforts of our well-trained CADRE teachers, I was very skeptical that such a program could be implemented into my second grade program without becoming an isolated subject involving too much of my valuable time. But as time went on and I gave the matter much thought, I could see that the program was a needed one in our area and I was determined to learn how to successfully implement Career Awareness. When our school principal announced workshops were being held, especially for teachers who needed some inspiration, I readily volunteered to attend. If the workshops were for those who needed inspiration, I was sure I qualified.

At that workshop we were again told to find an organizing center or center of interest and to start from there. I left the workshop ready to start. I simply took a few minutes to think about what

we were already doing in various subjects. We were studying money. A candy store would be an ideal organizing center, or beginning point. We could have clerks, cashiers, a stock boy, and an owner-manager in our Candyland Store. The Candyland Store would get its candy from a wholesale candy company, Peoria Candy Company, which, in turn, would have an owner-manager, a secretary, and two truck drivers to deliver candy to the store. Both the candy company and candy store would need to deposit money in a bank where we could have tellers and a cashier. If the candy store made an excessive amount of money it would have to be delivered to the bank by Brinks Armored Truck drivers. The Candyland Store owner would probably wish to mail checks for his candy to the candy company. We'd need a post office with a postman, postmaster, and a postal worker. (We were even studying letter writing at that particular time.) Immediately we set up our post office and each child was given a list of the names and addresses of his classmates. A letter box was made with an a.m. and p.m. pickup time when the letters were delivered to the post office for stamp cancellation and later delivery. We jumped ahead two stories in our reading text and read "Bobby Visits the Post Office" where a.m. and p.m. were explained. Also, the film, "Modern Post Office" was viewed. One of our fathers was a postman and he came in to be interviewed.



Since candy is hard on teeth we saw films on proper brushing and practiced this with our tooth brushing kit from the library. We reviewed the basic food groups we had studied previously. The school nurse came in to be interviewed and we learned about the different kinds of nursing jobs. The children learned to sing "Candyman" and we used the song for reading such as finding compound words, etc.

Assorted real candy was mounted on paper to be sold in the Candyland Store. But we used paper coins and brought buttons until we wound up the unit. It was then that we sold the actual candy. Each child always had to buy at least two kinds of candy so he could get practice in learning to add facts to eighteen.

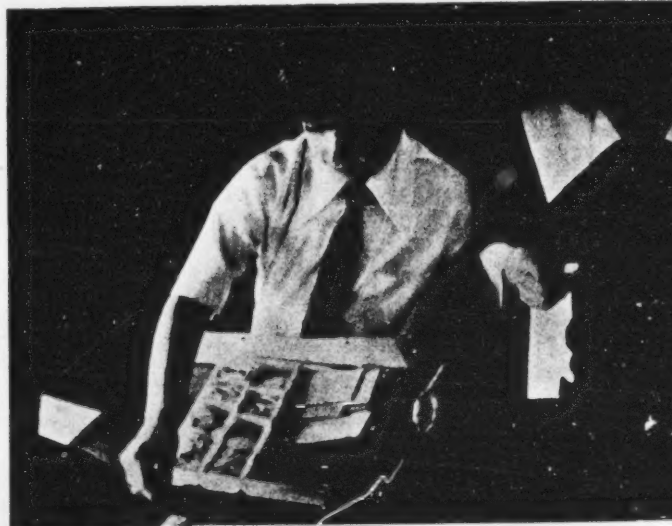
We were fortunate enough to have a mother who worked at Peoria Candy Company and she came in for an interview. She gave each child a candy bar and we read every word on the wrappers. We also learned to read the words on the candy bar boxes that we had in our wholesale candy company.

When we were nearing the end of our unit, we made candy from a recipe we had posted in our room. The children had learned to read it well and we turned to the back of our arithmetic books and studied liquid measure since our recipe called for a cup of milk. We even learned tsp. and tbs. and other ab-

breviations. In fact, we had a big chart with lots of abbreviations. They made a spelling list and learned to spell lots of words associated with our unit.

A trip to the Peoria Candy Company was our grand finale.

I was extremely pleased with the results of my Career Awareness unit. The children, by roleplaying and interviewing, had been exposed to a lot of different occupations, and they'd been taught what they would ordinarily have been taught anyway. Also, I was convinced



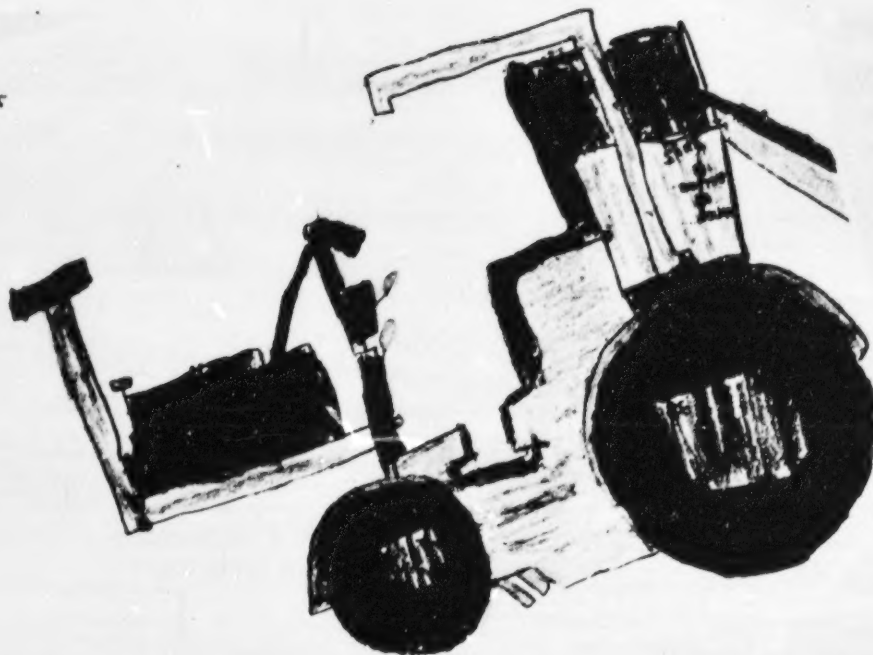


that all a teacher needs to successfully teach Career Awareness is a little inspiration and a lot of determination to succeed. Why just today I found the opportunity to stress a new career. We're studying a science unit on animals and we made a zoo. I hurriedly looked up and read *I Want to Be a Zookeeper* by Children's Press. What nice stories I received about the work of a zookeeper! In fact, one little boy decided right then that he wanted to be a zookeeper — and I thought he was a marvelous postal worker!

Ed. Note: Peoria District 150 is in the second year of a federally-funded (NIE) career awareness and exploration project. The current phase of the project is directed by Charles Pryor, 3202 North Wisconsin Ave., Peoria.

Bonnie Yeley is a second grade teacher at Garfield School, District 150, Peoria, Illinois.

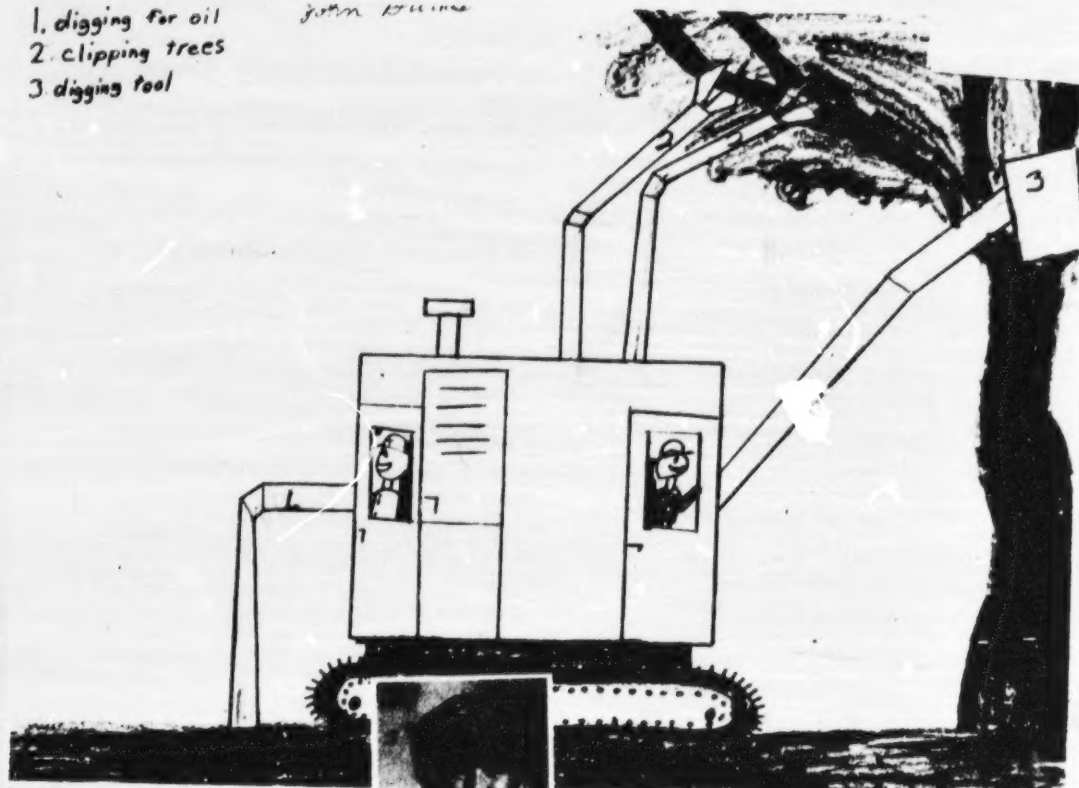
Lori Slaymaker
it is a picker uper



Designers of Caterpillar lift trucks may take a few pointers from this comfortable and colorful "picker uper" Lori Slaymaker created.

1. digging for oil
2. clipping trees
3. digging pool

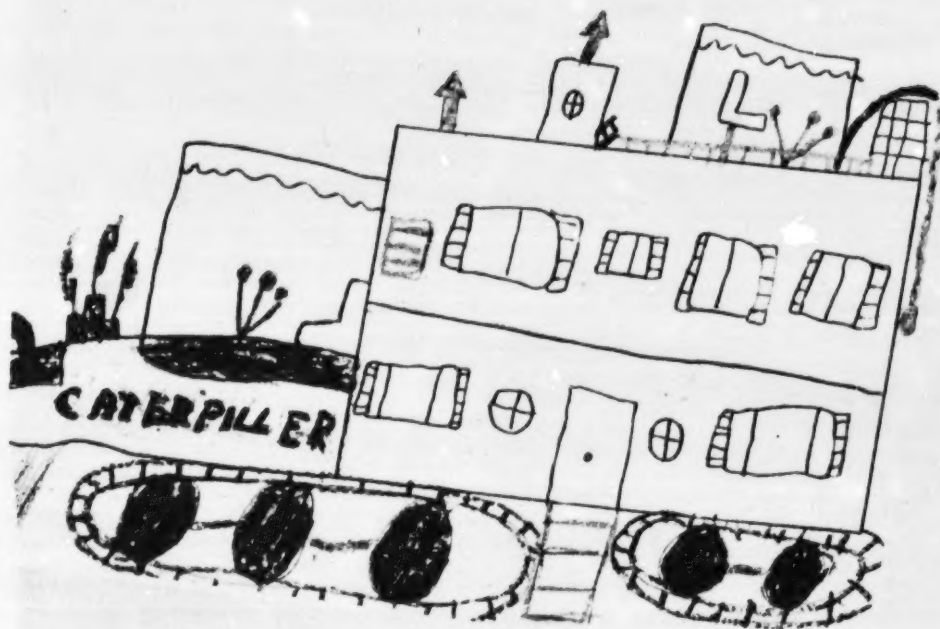
John Brooks



Versatility — that's what John Brooks designed into this machine which digs for oil and clips trees simultaneously. It does require two operators, however.



NO QUARTERS
PROVIDED



Short on spelling but long on imagination is this contribution from Bonner Brown which provides ultimate in operator comfort and convenience. Operator can bring his family along.

Uninhibited youngsters sketch shape of things to come



The ultimate in operator comfort — a tractor with living quarters attached. The optimum in versatility — a machine that can drill for oil and trim trees at the same time. And the answer to pollution — a machine that sucks dirt from the air, and debris from the ground.

These aren't concepts from some advanced design group or university "think tank." They're the uninhibited efforts of some of Mary Huff's fourth grade students at Peoria's Sipp School.

As part of a school district program to

Mary Huff has ability to "turn on" (motivate) her young students. With her own enthusiasm and imagination, she stimulates same reaction in her Fourth Graders.

acquaint youngsters with the workaday world they will face someday, Ms. Huff invited guests from various sectors of community life to tell her class what they do for a living and how they prepared themselves to do it.

One of those invited was Bob Hawkins, staff engineer at Caterpillar's Technical Center. The subject he was confronted with — "What does a research engineer do?" Bob told the class, among other things, that research engineers often work on machines that are going to be built and sold five or 10 years from now — not next year.

After Bob's appearance, Ms. Huff had her students address their talents to Bob's visit. For the class art project, she had



Environmentalists would nod their approval of this machine Kim Hodgkin designed. It would suck dirt from air and litter from ground. Her sketch may indicate she was off on cloud at the time.



youngsters

them take crayons in hand and design what they thought Caterpillar machines of tomorrow would look like. For the English project, she had them write letters to Bob thanking him for his visit. The youngsters responded with enthusiasm and a refreshing frankness.

The designs submitted — along with some of the more interesting letters — became one of the most discussed exhibits ever hung at the Tech Center. Four of the designs are reproduced here.

Bob had been scheduled to talk about 45 minutes. But with all the questions the kids fired at him, he was in front of the class double that.

The questions were, at times, as piercing as those the press corps throws at a government appointee. The kids wanted

to know what it's like to be an engineer. What subjects did Bob have to study in school? Were they hard? If he had it to do over, would he still be an engineer?

One little girl — perhaps feeling the first stirrings of women's lib — asked Bob whether he would hire a girl engineer? Bob said he would. "Would you pay her as much as you'd pay a boy engineer?" she shot back.

Although Ms. Huff had screened the questions, one youngster managed to slip in, "How much money do you make?" An expert at fielding questions by this time, Bob replied, "Enough to put two boys through college."

The letters the youngsters composed and sent to "Mr. Hawkins" were as uninhibited as their questions.

"Thank you for coming to see us. It was real enjoying," said one.

"I didn't know how a person can be so much involved in somethings like you. Well, I think I better say good-bye. Good-bye," penned another.

"It was interesting for what you do," wrote still another. "It was nice that your boss let you come."

"I injowed you come to our class," wrote one free spirit. "I woosh that you could of stayed longer."

One appreciative youngster signed her name then added a postscript with a heart and arrow, "I'm the one you smiled at."

Although she hadn't planned it at the time, Mary Huff launched another class project after Bob Hawkins' visit — more work on spelling.

This Little Piggy Went To Market

By MARIE MAGENHEIMER

"He was a beautiful pig," said Mrs. Wilbur C. Little, wistfully.

"He" was Wilbur, a pure white Yorkshire who was the central figure in the winter study program for 175 children of Peoria School District 150.

"The project was a result of the Career Awareness workshop held for teachers just before school started last fall," Mrs. Little said.

"Six teachers were in the group that I met with, five of them having fourth grades, as I have at Glen Oak School, and a third grade teacher, Mrs. Ellie Knauer of Lincoln School. Others in the group were Mrs. Clifford Johnson of Washington; Mrs. B. J. Howell, Loucks; Mrs. Margy Hart, Keller East; and Herb Rynor of Thomas Jefferson.

"We were supposed to decide upon a project on which our fourth graders could work together.

"I suppose it was because my mother, Mrs. D. H. Eastman of Aledo, has the animals on her farm that I got the idea, 'Why can't we watch a pig grow?'"

"Everyone in the group was in favor."

The next steps were to get a pig and find a place for him to live that the teachers and students could get to by school bus.

"Neither was a problem," Mrs. Little continued. "I visited my mother, told her I wanted a white pig, and she gave us one that was about six weeks old. Through 4-H we learned of Ross Pauli, a sixth grader at Dunlap Grade School, who was willing to take care of the animal on the farm of his parents, Mr. and Mrs. Harold Pauli of Edwards."

"That was quite an order when I was asked to have six buses available so that the children and their teachers could go out to Edwards to visit Wilbur," said Charles

Pryor, Career Counselor of Career Awareness and Exploration of District 150.

Wilbur of District 150 was named after the pig, Wilbur, in E. B. White's story, "Charlotte's Web," which was made into a movie that opened recently in New York City.

"We visited Wilbur at least once a month," Mrs. Little said. "The children prepared a goodie bag for him that day, sharing with him food from their lunches, principally hamburgers."

An old drum filled with straw was Wilbur's home. He got so big he had to back into it, and finally outgrew it altogether.

One time when he was quite young Wilbur almost had a nervous breakdown, Mrs. Little recalled.

He had been in town to "visit" the children at Thomas Jefferson School. By the end of the day, after all the children there had "called" on him, he became so upset that Mr. Pauli had to take him home and give him milk to drink.

When Ross first started feeding Wilbur he was given two ears of corn at each meal, twice a day, in addition to pig starter and pig grower. This was increased to 10 to 12 ears, or about a pound a day in late October, when he was about three months old. In November he ate one and one-half bushels of corn and during February, when he was six months old, he consumed between five and six bushels. (Little wonder he had to back into his drum house.)

Altogether, Wilbur's "board" came to \$86.64. His room was just thrown in. But, as it always must, Wilbur's day of reckoning came. He ate himself out of house and home.

On Monday, March 5, the 345 pounder went to market. It was the day that pork was sold at the highest price in history, bringing \$40 a hundred weight.

Wilbur brought \$170, but the check re-

ceived from the stockyards firm where he was sold read \$86.65, which meant that the commissioner collected \$3.35.

According to Mrs. Little, Wilbur's food bill amounted to \$77.10. That, subtracted from the total paid when he went to market, left \$19.55 from which Ross's services still were to be deducted.

"Mrs. Pauli, Ross's mother, gave us a check for \$10, which meant that Ross got \$33.55 for his care of Wilbur," Mrs. Little said. "We raised the pig on shares, so whatever profit was made was divided between Ross and the children. Mrs. Pauli was satisfied with giving the children an even \$10."

The growing up of Wilbur was great fun for the youngsters from the six schools, but that was only part of the program.

Besides learning about the care and upbringing of Wilbur, the children were told of occupations apart from farming that have a tie-in with hog production.

Persons having a connection with these fields talked to the students at each of the monthly get-togethers. Speakers were interviewed by the children and a summarization was held at the conclusion of each program. Among the speakers were Terry Colvin, Woodruff High School football star and his coach, Ted Brington, who spoke on the use of pig skin for a football. They heard from a local radio sports announcer and the owner of a sports goods store.

Harold McAvoy, clinical coordinator in the operating room at Melbourn Hospital, explained how the skin of a pig is helpful to a person who has been severely burned, that the pig skin maintains moisture in the burned area until it is healed enough to accept human skin.

A butcher told them of the various cuts of meat in pork, and Bernie Goertha, whose hobby is cooking, spoke to them. He makes his own pork sausage using natural casings.

Another speaker was a veterinarian.

Literature and English usage was brought into the study through book reports, films, poems and thank you letters written to the speakers.

In their social studies they learned about living on a farm; they drew pictures of farm animals in art classes, and studied profit and loss in mathematics. Children at Thomas Jefferson School took part in a musical written by their teacher, Mr. Rynor, in which Wilbur was the lead.

"Tremendous things came out of this project," said Mrs. Johnson of Washington School. One of the greatest values was that of getting the children together from the various schools. Often the children would be heard referring to 'My friend from — school,' indicating they had established a friendship with someone outside their own school.

"The children seldom stayed with their own groups. Because of the project, they have become more interested in other people."

How will the money be used that was earned through marketing Wilbur?

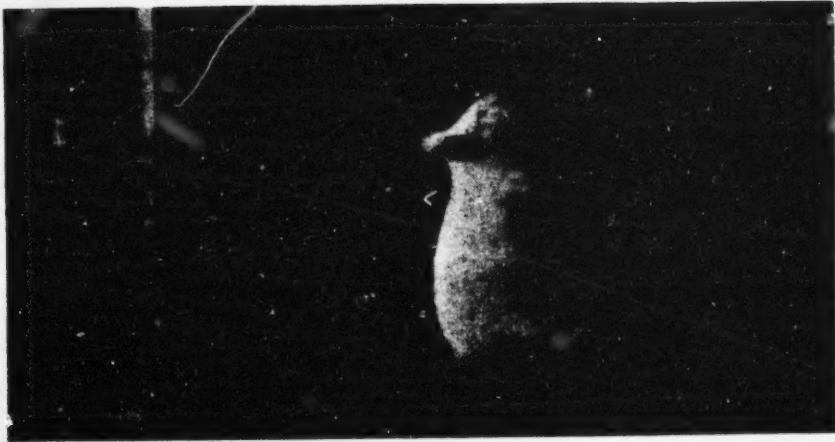
"We are planning to have a luau at Deweller park about the middle of May," Mrs. Little said.

"We will combine our money with that earned through additional projects by the other schools. Mrs. Johnson's class at Washington sold candy, and Mrs. Howell's fourth-graders set up a supermarket and learned about marketing through selling school supplies, candy and gum.

"I plan to charge the children in my class 40 cents for their lunch that day, which will also go toward expenses."

"K.J. will have Hawaiian dancers and Hawaiian music at the luau," Mrs. Little said. "The menu is just in the planning stage."

Obviously pork will not be served.



WILBUR IN LEANER DAYS

Making Children Aware Of Careers

By MARIE MAGENHEIMER

Children in School District 130 are being taught that almost every adult has to work, even the homemaker. The children are learning about the working world by learning about occupations they may want to work at when they are older.

Career awareness in elementary schools was launched last September under the supervision of Dr. Chester Dugger of District 130.

A \$20,000 grant received from the National Institute for Education requires that grade school teachers include Career Awareness in this year's study program. As a result, children have been introduced to almost every type of occupation, including those of the homemaker.

"I would rather like to think in terms of occupation," Dr. Dugger said. "not just talking about occupying time just to make a living, but about how people occupy their time in general. In serving other people or serving themselves, or other persons, or just their family? Or do they feel a responsibility to the community? Or do they have a sense of civic duty? Or do they want to become involved in politics? Do they deal just with adults or do they deal also with children?"

"Does their job which gives

them their livelihood take up most of their time or do they have hobbies which are important in their lives?"

"Do these hobbies deal with people, places or things, or ideas?"

"Then a fundamental question is: What can an analysis of how a person occupies his or her time tell you about that person? What that person feels is important or is not important?"

"There is a reason why it is important. I find out who I am by finding out how other people feel about themselves."

Homemaking was emphasized in the Career Awareness program in District 130 last September. It was Mrs. Mitzner's kindergarten class at Sipp School Through visits with mothers of some of the children, the class learned about baby care, laundering, house cleaning and cooking.

Variety marked the program in November. Mrs. Kott taught her Mrs. Pat Kott's class at Loucks School. At one session children dressed in outfits representative of their parents' careers. They also learned how to bake bread and churn butter.

This week's activities were discussed at Sipp School on Wednesday. The pupils were taken grocery shopping to buy food for a breakfast they prepared when they returned to school.

These events are somewhat indicative of programs throughout the district.

It is at the discretion of each teacher as to how Career Awareness is presented, according to Dr. Dugger.

When no group is taking part in an aspect of the program, children who remain in class are under the supervision of student or substitute teachers.



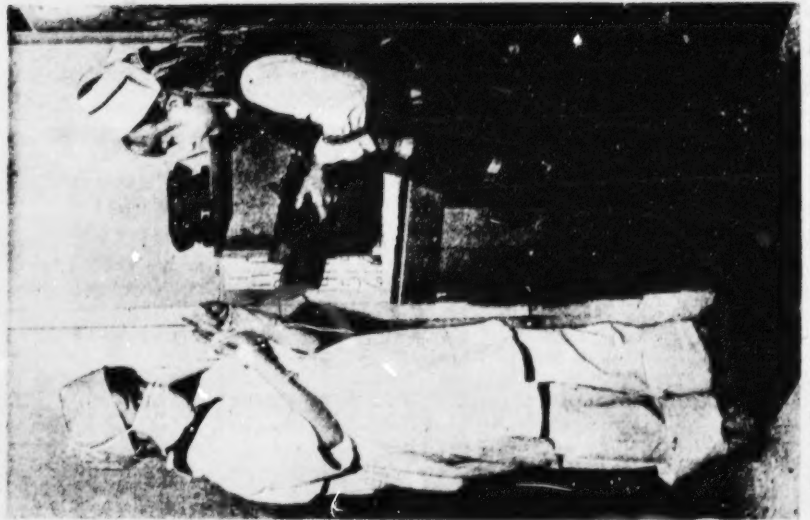
"My turn next," says Malinda Spack as she watches Miss Ringenberg make butter in the Loucks School kindergarten. They are the children of Mr. and Mrs. Donald Ringenberg of 1612 W. Gilman and Mr. and Mrs. Spack of 1513 W. Virginia. Staff photos by Ken Kirby.



Kenn Puckett, 5 months, doesn't mind a bit as Sipp School kindergarten children learn the ins and outs of bathing. From left: Lori Herman, Richard Turchi, Greg Root, Kathy Shostrom and Shawn Puckett, Ken's brother.



Loucks School kindergarten children (from left) Holly Mathisen, Susa Headen and David Timpson learn about bread making. David is making a bread with yeast, sugar and water. Their parents are the Harold Mathisens of 1415 W. Hensler, the Frank Headens of 1324 N. 10th and the David Timpsons of 1615 W. Circle Rd.



Jon Case and Theresa Model came to kindergarten at Loucks. These girls represent their parents' occupations. Jon's mother, Mrs. Gray Case of 2012 N. Bour-

land, is a nurse's aide while Theresa's mother, Mrs. J. J. Model of 1020 W. Thruway, is a nurse.

Student Goals

This plan, designed around a career education theme with the person-centered interview as a critical element integrated (infused) throughout the K-12 curriculum seeks to develop the following student outcomes:

1. Skill Awareness: Students will demonstrate a knowledge of differences among individuals in the areas of physical skills, social and interpersonal skills and academic skills. They will also demonstrate a knowledge of how these skills can be modified and developed.
2. Value Clarification: Students will recognize that people's values differ; will be able to identify their own personal values, and continually clarify personal values throughout education and employment.
3. Coping Behaviors (self-guidance): Students will gain increased skill in assessment of their own characteristics including strengths and limitations; will gain knowledge of requirements in various educational and employment situations; will be able to resolve conflict between self-expectations and the expectations of others; will be able to make realistic choices of activities and courses of study; and finally attain satisfying employment.
4. Career Information: (Opportunities, options) Students will demonstrate knowledge of career clusters (families), occupational supply and demand, and entry requirements and those factors associated with training, growth, and rewards of persons in specific occupations.

5. Economic Understanding: Students will demonstrate knowledge of the basic economic system as it relates to one's career choice. Factors will include types of productivity, the monetary exchange system, mobility, income expectations, and related benefits.
6. Decision Making: Students will demonstrate skill and knowledge in the rational process of decision making. They will be able to identify options in relation to specific interests, physical and cognitive abilities, personal characteristics, life style, and make decisions regarding courses of study in school, outside activities, and finally specific career training.
7. Salable Skill Development: Students will demonstrate the knowledge and skill necessary to enter gainful employment and/or pursue further academic training.